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SEAT WORK FOR PRIMARY GRADES

NAN L. MILDREN
PRIMARY SUPERVISOR *of*
CAROLINE AND TALBOT
COUNTIES, MARYLAND



SEPTEMBER 1, 1909



Class LB 1537

Book M6

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SEAT WORK FOR PRIMARY GRADES

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SEAT WORK.

VALUE OF SEAT WORK.

As children spend the greater part of the school day at their seats (especially true of the child in the country school) and as activity is the strongest factor in the life and growth of the normal child, it is vitally true that:—

The problem of suitable and profitable occupation for young children, while not reciting, is *one* most important and fundamental in the Primary School.

Upon this problem rests:—

- (a) A happier, a more helpful, a more active school life.
- (b) The development of power to see and to do.
- (c) The strengthening of right habits.
- (d) The addition of knowledge.
- (e) The fixing of facts.
- (f) A better solving of the question of discipline, for—system and seat work make “discipline” look pale.
- (g) Growth in every sense of the word growth.

Activity means life! It is the strongest factor in child life. It is an essential factor in growth!

Activity *well directed* means life and growth—physically, mentally, morally.

To be able to *efficiently do* means mastery.

To be kept busy is a demand of the child's nature.

To keep him busy in a way which tells for the good of the child and the good of the school is the problem facing the Primary teacher.

Not to be kept busy along lines of right activity for the best interests of the school means that:—

He will keep himself busy along other lines not helpful.

He will become listless, uninterested, stupid.

He will take relief in blessed sleep—“Nature's sweet restorer.”

This last—the safest of the three, for—Blessed be the man who invented sleep, as well as “dreams,” for these helpless little ones burdened with—“Nothing to do.”

The teacher who does not keep him busy along right lines:—

- (a) Should expect her whole day to go wrong.
- (b) Should not expect growth or good results in either work or discipline.
- (c) Should not wonder why she is so worn and tired at close of day.
- (d) Should expect to grow old before her time.
- (e) Should expect to “hate teaching and children.”

Seat work tests knowledge and skill:—

When you present lesson:—

You think he understands; he says he understands.

Put him down to *actual doing*; it will prove itself.

In doing he is placed in critical position; he must work out his own salvation. Such positions make him better able to meet life.

Seat work opens up new thought:—

In actual “doing” many new avenues open to his delighted eye. He makes application of new thought, in various ways, along lines of expression.

Plan for recitation and occupation:—

(a) Recitation:—Teacher presents with objects—“Two and two are four.”

(b) Occupation at seat:—Children form all over top of desks with objects (corn, lentils etc.)—“Two and two are four.”

(c) Result:—Repetition makes fact all the clearer. The fact becomes fixed. The child grows in power to do from doing.

Seat work *must be enjoyable* if attention and interest are to be held.

Seat work *is enjoyable* if systematically planned in regard to purpose, method of handling, and results; and, if interest and ability of the child have been taken into consideration.

Enjoyable seat work:—

(a) Makes children think. Children like to think—if allowed.

(b) It is neither too easy or beyond their grasp.

(c) It has to the child some definite purpose, some definite result.

(d) It is closely associated with other work and interests of the school.

(e) It is varied.

(f) It gives time for freedom of thought and action on part of children—it *means initiative*.

Attitude of the Successful Teacher.

She appreciates the value of seat occupation.

She understands the fundamental educational principles.

She understands child life and child needs.

She is willing to give some time outside of school hours to collecting and preparing various forms of material for the work. She must make thoughtful provision for the active needs of children.

She is willing to make out and plan as careful a schedule for the day's work at seats as the day's recitation. *This is essential!*

She keeps before her definite purpose, definite method, definite result in the preparation of each day's work.

She makes sure that the work is purposeful.

She plans it as a help to the work of the day, a review and drill on something done, or a preparation for something to be taught.

She is sure it is of interest to the child, that it gives clearer vision and power to execute.

She gives clear, definite, concise directions for its being done.
She directs as well as assigns.
She does not ask for more than can be done in the time.
She makes the children feel that her quick, careful eye will see all work.
She has system in keeping, distributing and collecting work.
She makes her presence felt in study period as well as recitation.

Collection of Material by Teacher.

It is said that the successful Primary teacher makes use of everything, no matter how small or how poor. She uses everything from a scrap of paper or a bit of cord to the most valuable picture or costly book; and *and she uses them all to good advantage*. She walks through this life with both eyes and ears open,—always awake, always on the alert.

She collects during the summer months; in the long winter evenings; during her time of reading, sight seeing, resting—in fact,—*all the time*.

During the summer months she has found a good time, for then, free from strain and hurry, she can more leisurely collect. And, just as the good house wife, at the close of the season, views with a feeling of satisfaction her well filled shelves of labelled jellies and pickle so can the far sighted teacher view with more than satisfaction her efforts of the summer's gleanings.

A little can be done each evening and at spare moments—*golden moments*, which might otherwise be lost.

She collects as she goes along; stores away for rainy days or days given to its preparation for use.

She asks her relatives, friends and neighbors to collect for her. They, flattered at being asked, prove of great service.

She asks the ever anxious children to collect.

This asking of others she need not mind, for although they are helping her, she, in turn, is doubly helping them to be more observing, more thoughtful, more awake to the interests of the Public School.

She says she has not time to collect and prepare this material? It is not that she does not have time but that she does not know how to use time to the best advantage. Five minutes taken in planning and preparing this work will save many hours wasted in correcting bad habits.

It pays to have a collection of seat work!

Supervision of Teacher.

The teacher's presence and supervision is felt in the seat work just the same as in the recitation, but here the child is working out his own problem, dependent upon self activity.

The teacher has planned this seat occupation with as much care as she has planned the recitation.

Her directions are definite, clearly given, concise.

Her watchful eye is over all and is to see all work asked.

Every child is being held to his best effort.

In the country school where classes are many and time is limited, a large boy or girl can be trained to supervise, distribute and collect the seat work of the younger children. The child chosen for this must be reliable and must be one with whose work this will not interfere. This would be most helpful to one planning to teach. This same pupil is held responsible for care, passing and collecting of pencils, paper and all seat work supplies.

A pupil or pupils may assist, but all directions are given by the teacher, and the teacher's quick eye always sees all work, if only a glance be given.

To put forth best efforts children must feel the all pervading power of the teacher behind all things.

Distribution and Collection of Materials.

Here again a strong plea for system!

Decide early upon the best plan for your condition in the distribution and collection of materials. Have it understood from the beginning that this is the way you will do things. Children then know what to expect, and, if they see you are a person with a good plan, thoroughly capable of carrying it through, they will almost unconsciously conform to all good things set in action.

As said before, the teacher may have a child or children as helpers with the handling of materials and seat work of primary children. This is especially needed in the country school.

This plan in regard to "helpers" suggested itself to me and I have found it to work well in my condition. It might not in another, then invent a better to meet your needs:—The children at the end of each month, chose by vote, name on slip of paper, the helper and the assistant helper for coming month. If considered a wise choice by teacher, these children were then considered the helper and the assistant. A short after school meeting is at once held by the teacher for the object of preparing these two for their work. At this meeting, a definite plan for the passing, collecting and care of all things is given, and they are shown what is expected in the way of supervision and help with the seat work of younger children.

Several meetings of this kind are held until children become familiar with the handling of different forms of work. After a time, these meetings will number few, only held when some new form of seat work is to be used.

The helper and assistant helper (if needed) may be chosen directly by the teacher for a month or for any given time. This, in your condition, may be the better plan.

These helpers are only kept as helpers as long as they prove worthy of the trust.

These helpers collect and pass wraps, papers, seat work material of all kinds, they pass, care for and collect pencils; they overlook the seat work of children and lend assistance where needed; they are responsible for a watchful eye over the little ones on the play ground (not to lose their exercise but to simply keep a watchful eye over these little ones,) they suggest games and help play them, they tell stories and show children how to dramatize stories. All this the teacher has brought out at the meetings with them. She has suggested books where they may find stories (incentive to good reading for them.) She has shown them how to handle for dramatization. She has shown them games and how to play them.

In overlooking and helping with seat work, the helper does this, unless she is not through with her own work, then her assistant takes her place. In other words, which ever finishes her own work first, overlooks the work of the little ones. But it is understood by the children that the keen eye of the teacher will also see their work.

In passing and collecting wraps, the helper attends to the boys, her assistant to the girls. They know without being told by watching teacher and being able to tell time (if clock is where it can be seen) when to do this.

The watchful eye of the teacher sees all.

In passing and collecting material of any kind have it understood from the beginning that they are supposed to go down one side of desks in distributing and other side in collecting.

The helper distributes and collects pencils starting at one side of room, the assistant starts at other side with paper. Not more than two children on floor at same time.

Each child takes from the numbered hole his pencil in morning. Each child places his pencil in the numbered hole at close of day.

Paper may be passed in this way:—The one passing places a little pile of the kind needed on front desk of each row. Each child takes a piece and passes back. The child in the last seat in each row brings any pieces not needed to the one helping or the one helping collects extra pieces from the last desk in each row.

The watchful eye of the teacher is over this.

Papers may be collected in this way:—Beginning with child in last seat of each row papers are passed forward, the children in the front desk in each row bring to the one helping, or the one helping collects from the front desk of each row.

The watchful eye of the teacher is over this.

Seat work material needed, placed by the helper at each desk, and collected by the assistant helper at close of each session or at recess, and put carefully away each in the right place.

The watchful eye of the teacher sees that this is done.

The teacher gives all directions for work also does all placing of work on the board.

This assistance does not mean that the teacher is relieved of any real responsibility, her all pervading spirit is everywhere above, over and under everything

Keeping Material.

“A place for everything and everything in its place.”

The teacher who systematically keeps her work the same as she systematically collects, prepares, and plans is the teacher who saves time and energy, who enjoys her work; whose school room is always in good order and not just occasionally so.

Children imitate so closely in these early years, they are so plastic that it behoves the teacher to impress by her life and action lessons of neatness and order.

The teacher who keeps the untidy desk may expect to see the children's desks in like condition.

The teacher who is slovenly in appearance cannot conscientiously ask children to be neat in person and dress.

The teacher who does careless writing on the boards will soon find the same condition existing on the papers of her pupils.

A good sized closet of some sort is very necessary in the country school, or some place for keeping materials to take the place of it.

If there is not one a part of the school or belonging to the school, then as soon as possible raise enough money to buy one or have some one in the community make one. Large boys in school who are handy with tools could construct a fair closet for keeping things.

If impossible to have a closet then have shelves. These shelves protected in some way from dust.

Some ingenious teachers have taken large store boxes, placed one on top of the other, tacked a curtain to take the place of a door, and have in this way constructed something to take the place of the needed closet. This “home made” closet covered with a desirable shade of plain wall paper and having shelves of boards cut to fit is not such an unattractive adjunct as one would suppose, and its usefulness well repays for the trouble taken in construction.

Store boxes may also be made into chests for keeping things. Some of the teachers in country schools have done this.

Clean pieces of white paper, cut just the right size and changed as soon as soiled, placed on the shelves gives a neat appearance. This paper can be bought for little money at a printers.

All text books and library books (if kept in this closet) should be neatly arranged. (A) Text books arranged in piles or standing; new books according to grades by themselves, fair condition books by themselves, poor condition books by themselves. (B) Library books standing with some degree of neatness according to size and subject treated, as books on history not scattered, books of fiction kept where always know where to place hand. These library books should be numbered and kept according to some good system.

All paper for use of children is cut in sizes desired and neatly kept in different piles.

All pencils can be kept in one place and all in good condition by some device of this kind:—(A) Have one or two shoe boxes with holes punched and numbered (as many holes as pupils.) Pupils have numbers corresponding to numbers of holes. Every night every child's pencil is in its right place. Every night the teacher or an older pupil sees that they are in good condition, and puts them so, if not. Every morning they are in place and in good order for work. Flat wooden receivers can be bought or made (by janitor or older pupils) to take place of these boxes.

(B) Ten cents brought at beginning of year will furnish child with his supply of pencils for the year. This has been found true where the Dixon or Eagle pencils have been used in First Grade, and have been kept in school as suggested, instead of taken home. Two of these pencils a year, handled carefully, will last most children. If this is presented to the parent clearly there are few parents who will refuse the ten cents for they will see that it is economy far in advance of the usual way. The matter of economy appeals to most parents. The Dixon pencil No. 308 is good for Primary grades. Eagle Pencil Co. gives a nice variety.

The teacher can buy the pencils in bulk and sell to the children at different times as needed. If they each bring ten cents at beginning, then from her supply, she replenishes as needed.

Have one place for keeping these large pencil boxes and always keep them in that place.

Many small things like shoe pegs, corn etc., are kept in individual spool boxes, then these boxes collected and packed in shoe boxes. These shoe boxes in turn having their special place on one of the shelves.

These spool boxes (two, three or four) may be kept in child's desk, but better to keep only two forms of seat work there at a time.

In one box child may have corn or pegs; in another, letter-builders; in another, number builders; in another, scissors, paste, crayon etc.

Let child always have at desk two forms of set work, one correlated with lesson and one of special interest to him in way of being attractive—one plain food, one dessert.

(A) Plain food:—After the reading lesson, let him take word builders and match words.

(B) Desert:—If he finishes matching words before teacher is ready for recitation, he weaves a mat, sews or colors pictures.

Many small things like sentence builders for stories etc., may be kept in envelopes and these envelopes in turn packed in shoe boxes. These boxes having their special place on shelf.

Corn, lentils, seeds etc., when not kept in individual spool boxes are kept in shoe boxes and given to children by the one passing (each child receiving a handful.)

Mats for weaving, cards for tracing and drawing can be kept neatly in boxes or between card board covers (covers of large tablets or drawing books may be used.)

Pictures helpful in work and collected from many sources can be kept in covers made of card-board, and each cover marked as—Christmas Pictures, Easter Pictures, Holland Pictures, etc.

Have models and other objects kept neatly, either in boxes or arranged on shelves.

See that all forms of seat work are neatly kept and carefully labelled so that when shoe pegs are wanted shoe pegs are found at once without loss of time and energy of looking through boxes, just as the good house-wife, when she wants currant jelly, sees at a glance the label "currant" and knows she is right without loss of time testing in the light numerous others, and then, perhaps failing.

Occasionally put up the best seat work papers of the child. Accept only the best effort of each child. Compare his work from time to time with his own effort not with the results of some other child.

Booklets may be made by the child at his hand work period. In these booklets may be kept his written composition, a result of oral composition. A booklet a month means nine or ten at the close of the year.

Work should be done on neat uniform papers.

Keeping of work means:—(A) A spur and incentive to children to do work worth keeping. (Saving this from year to year they notice their own advancement.) (B) That parents can see in tangible form what is really being done by their children. They often express themselves as pleasantly surprised.

His work may be placed in a certain part of the room intended and arranged for the keeping of such.

Motto repeated:—"A place for everything and everything in its place."

Things to Collect.

(A) *No Expense*:—

Empty spools. String these and use for counting.

Corn-Cobs. Enough to string across room. Every fifth one red. Use for counting. (Device of good old colored teacher of Frederick, County.)

Spool boxes. Each child three or four for keeping material.

Colored wrapping paper (used in stores.) Cut and kept in piles.

Plain white paper (used in stores and printing office.) Cut and keep in piles.

Stiff wrapping paper and card board. Cut and kept in piles.

Egg boxes. Used for keeping seat work material.

Generous supply of shelled corn. Keep in shoe box or individual boxes.

Sun flower seed. Keep same as corn.

Milk weed seed. Keep same as corn.

Pumpkin and watermelon seed. Keep same as corn.

Different colored twines. Cut different lengths.

Different colored cord. Cut different lengths.
 Different colored yarns. Cut different lengths.
 Cord from candy boxes.
 Meat scures of wood. Also taffy sticks.
 Cut splints like tooth picks.
 Narrow strips of card board like splints.
 Old matches. Cut away dark part.
 Pressed leaves, wild flowers, ferns.
 Old Educational Journals. Use pictures, stories, poems etc.
 Magazines of different kinds.
 Old newspapers. Keep large print columns and advertisements.
 Flower, Vegetable, Fruit, Tree, Poultry, Catalogs.
 Farmers' Magazines of different kinds.
 Children's picture books.
 Children's story books.
 Old school books not in use.
 Maps, books and circulars given away by Railway Companies.
 Cards and pictures given away by Tea Companies and Singer
 Machine Company.
 Any books of views worth while. Helpful in Geography,
 History, Language, Reading.
 Papers from fruit cans having on pictures of fruit.
 An unused kitchen table. Cut legs and use for number table.
 Croquet ball (sphere.) Cut broom handle (cylinder.) Block
 (cube.)
 Objects from home like plinths and prisms.
 Large boy with tool box can make models.
 Teacher or larger pupils make models from card board.
 Piece of glass hanging from old fashioned lamp (spectrum
 colors.)
 A shoe box full of tiny squares all same size cut from tag board
 and having on all letters of alphabet both capital and small.
 A shoe box full of tiny squares, all the same size, having on
 figures and signs.
 A shoe box full of oblongs having on words in the use of child
 and gathered from other lessons especially reading.
 A box full of tiny squares composed of letters (sounds) and
 sound groups as—ing, ight, at, ike, ate etc.
 A box of card board forms, as—small circles, squares, oblongs,
 triangles etc., stocking forms, stars, leaves, flags etc.
 A number of home made drawing cards, tracing cards, sewing
 cards.
 A dozen or two of home made mats and strips to lace.
 A number of homes-made language cards.
 A number of cards having on combinations and problems in
 arithmetic.
 A number of stories mounted on card board.
 Pictures mounted on card board.

A number of written short stories, gems, maxims appropriate for different months mounted on tag board (card board.)

(B) *Small Expense:*—

Pegs for counters, per box	\$.15c
1000 sticks assorted lengths (1 in. to 5 in).....	.25c
100 slats (10 in. long).....	.15c
100 lentils (colors)30c
100 enlarged sticks (1 in. long)10c
1000 colored squares, assorted colors....	.15c
Paper squares for folding (4x4), per package.....	.12c
100 paper strips for lacing, per package.....	.15c
25 mats for weaving.....	.15c
100 assorted sewing cards.....	.12c
Ward sentence builders, per box.....	.15c
Picture sentence builder, per box.....	.25c
Phonetic sentence builders, per box15c
Word making tablets (letters), per box25c
Number builders, per box.....	.12c
Table builders, per box.....	.12c
"Dushane's figure cards," per box.....	.25c
Language cards, per box.....	.25c
"Fitch number cards." (36 cards).....	.35c
Toy money, per box.....	.25c
Sectional animals and birds.....	.15c
Combination stencils (18 cards).....	.25c
Geography stencil maps25c
"Johnson poster patterns," (5x6).....	
Animal set.....	.10c
Bird set.....	.10c
Flower and fruit set.....	.10c
Clock dials from12c to 1.25c
Drawing cards, per box15c
Primary colored stencils, per box.....	.10c
Waxed crayon, per box.....	.10c
Latshaw rulers, per gross.....	1.50c
Tag board (making seat work.) Send for samples	
Cover paper (mounting pictures.) Send for samples	
Perry pictures, Maladen, Mass. Send for catalog.....	
Brown pictures.....	
Little Classies, Ed. Publishing Co.....	.05c
Little Journeys, Flanagan Co.....	.15c
Books of animals and birds.....	.25c
Instructive post cards.....	.01c to .10c
Children's books of stories.....	.10c to .25c

Uses of Materials Collected and Made.

In the following the thought and needs of the country school have been chiefly considered.

1. *Colored paper* (cut in different forms and sizes):—Use for teaching form, designing, mounting. Use for folding, cutting and teaching fractions.
2. *Plain white paper*:—Beginners use for writing and number. Other grades use for number. All grades use for cutting.
3. *Stiff paper and card board*:—Used for mounting things for use of children. Used by children in mounting things. Used in making forms of seat work.
4. *Seeds* (sunflower, melon, milkweed, lentils, split-peas, corn):—Children assort according to shape, size, color. They use in making designs and borders. They count and string by 1's, 2's, 3's, 4's etc. They use for placing around words and sentences written on paper. They use for laying words and sentences like those on the board, those they remember, sentences they make up. They use for laying "families" of words. They use for laying forms like those on board or those on cards. They use in making groups of 2's, 3's, 4's or 5's on top of desk. In making groups and placing figures under, in building combinations, in laying tables.
5. *Colored strings, cords, twines, and yarns*:—Assort in piles according to color; length; certain number in each pile; in bundles of ten (used same as tooth picks in teaching units and tens.)
6. *Meat scures, tooth picks, sticks, cut splints, narrow card board strips, old matches, taffy sticks*:—Used for building forms and design on desk. Used for counting, and for making bundles of tens.
7. *Pressed leaves, wild flowers, ferns*:—Used for tracing and drawing. Used for mounting and writing names. Used for tracing, drawing and mounting and writing sentences about. Used for making booklets of leaves or flowers.
8. *Educational Journals*:—Teacher cut pictures and mount on card board for children to trace, draw or write about. Teacher cut stories in large print to use for supplemental reading (Paste on card board.) Teacher collect monthly poems in a composition book kept for such. Teacher collect all problems in arithmetic intended for different grades keep in a book intended for such (A great help with outside or extra problems.) Gather information concerning different holidays collect under different days (names of holidays.)
9. *Flower Catalog* (sent out by florists):—Teacher cut and mount flowers on tag board squares with name written under. Children trace flower, write name; draw flower, write name. Children draw flower, write name, and five describing words; do as done and make sentences using words. Children draw flower and write names of five more flowers. Children draw flower, tell color, write names of flowers having different colors; tell

in sentences. Write names of all flowers having sweet odors. Write names of flowers liked best, tell color and why they are liked best. Design and mount these cut pictures. First grade children arrange and make scrap book.

10. *Vegetable Catalog*:—Teacher cuts and mounts just as done with flowers. Children trace, draw and write names as done with flowers. Describe in sentences the vegetables as seen; when tasted. Tell in sentences how and when planted and how they grow. Tell how prepared and how used. Draw pictures of these and other vegetables, write names. Picture and write names of vegetables you like best. Write an original story of a "potato" etc. Tell shape of a vegetable and name others like it in shape; tell color and name others like it in color. Name and write names of vegetables in your garden; write names of those you have seen at stores. Name vegetables growing in sandy soil. Write five words telling how different vegetables taste to you. Name five vegetables and tell when seen in market. Which vegetables are most used and why. Write all different ways in which vegetables are used. Which vegetables grow high, which close to the ground. Write names of vegetables growing in your county.
11. *Tree and Fruit Catalog*:—Teacher cuts and mounts just as done with flowers and vegetables. Children, draw, trace and write names. Draw tree and write three things about. Draw tree and describe. Draw tree write name, draw three others and write names. Draw tree, write name and tell parts. Draw different trees you saw on way to school, write names. Draw fruit trees, write names; draw and tell uses. Draw shade trees, write names; draw and tell uses. Write sentences telling how trees can be protected. Draw three trees of different shapes, write names. Name parts of tree in sentences and tell what use parts are to tree. Write sentences telling how wood of tree is used. Write name of tree you like best and write sentences telling why. Write names of all trees around school house. Write names of trees known in history. Write names of trees spoken of in poetry (a number in "Hiawatha.") Write names of all gems or poems speaking about trees. Trace and draw fruit, write names and write sentences about just as about flowers and vegetables. Place those of one shape together, write names. Place those of different shapes together, write names. Place those of same color together, write names. Place those of different colors together, write names.
12. *Cattle Catalog* (farm catalog):—Teacher cuts and mounts on tag board just as done with other pictures from catalogs. Children trace, draw and write name just as done with other things used. Trace, draw, write name and tell three things animal can do. Children draw, write name and describe. Draw,

write name and tell uses. If teacher has written words around picture, then have children write story from picture; write description of picture. Draw, write name, tell foods he eats. Draw, write name, tell how to care for him. Draw, cut, and write names of other animals. Write names of domestic animals. Write names of wild animals. Write names of wild animals of this country; of other countries. Name animals whose flesh we use for food. Name parts of animals used for making clothing, and other articles. Draw, and write names of all different animals you know. Poultry and other farm catalogs can be used the same way. Cut large print part of catalogs into strips or columns, let children use for putting rings with pencils around words known. Let them hunt words having a common element and place rings around. Children are given these catalogs to color and cut themselves (First Grade.)

13. *Railway Catalogs*:—Children cut pictures and used as other pictures are used. Use pictures for making books in Geography, imaginary trips; making books in history. Use map (found in these books) for mounting on card board and putting in productions (pictures) or small samples as—cotton etc. Paste on these maps in right place pictures of vegetables or things on breakfast table, found in this part of country. Flour and salt maps can be made—two-thirds flour, one-third salt, just enough water to make a paste. Most suggestions given under this are good for higher grades. Guide books to different cities:—Cut pictures, use for Geography, History and Language (composition) in higher grades.
14. *Cards and Pictures*:—Color, cut, mount and write sentences about.
15. *Pegs*:—Lay form with pegs (square, circle, etc.,) draw forms. Place pegs around written name (child's,) lay name from memory. Place pegs around letters and figures, lay letters and figures. Place pegs around written words, lay words. Place pegs around sentences, lay sentences. Lay sentences you make. Build lines (vertical, horizontal, oblique) with pegs 1 in. long; 2 in. long; 4 in. long etc. Build lines twice as long as others. Build lines one half as long as others. Lay different angles (right, acute, obtuse.) Lay squares, triangles, oblongs etc. Lay one form (square) then one twice as large, three times as large etc. Lay one form and then one one-half as large etc. Make designs using lines; angles; forms. Make designs using combinations of these. Make borders of lines; angles; form. Make borders using combinations of these. Lay designs and borders and then draw. Assort pegs in piles of different colors; different number in a pile etc. Cover top of desk with groups of 2's after handling "Two" in recitation; then turn each pile (2 pegs) into an angle of some kind. Cover desk with groups 3's after hand-

ling "Three;" then turn each pile into a triangle. Cover desk with groups of 4's after handling "Four;" then turn each group into a square. Cover desk with groups of 5's after handling "Five;" then turn each group into a pentagon etc. After counting by 1's to 5 in class, then count piles of 5 all over desk. After counting by 1's to 6 in class, then count piles of 6 all over top of desk. This can be continued after each lesson in counting. Place piles of three pegs over top of desk, place tiny square having on figure three under each pile. Place piles of four pegs, place under figure four. Place piles of five pegs, place under figure five. This can be continued. Place piles in groups to ten, place under figure 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Make dominoes of pegs, place lentils for dots. Lay pegs in lines of given length (by measure.) Lay pegs in lines of given length (by eye.) Lay squares of one color and diameters of another. Lay squares of one color and diagonals of another. Lay oblongs, circles, triangle etc. Make triangle with pegs and put three pegs inside. Make square with pegs and put four pegs inside. Make a pentagon with pegs and put five pegs inside. Have children make what they like—ladder, chairs, hats etc.

16. *Word Builders* (small cards having on letters):—These are script. It is good to have printed ones, and script, also. Lay new word from board all over desk; lay it from memory over desk. Lay new word a number of times and then write it. Lay words like those on board, then write words. Lay all words you can remember, then write words. Lay words like those in the book. Lay all words you can find in book beginning with certain letters; all words ending with certain letters. Lay all words remembered beginning with certain letters; all words remembered ending with certain letters. Lay sentences like those on the board. Lay sentences like those remembered. Lay sentences from memory. Lay original sentences. Lay families of words on desk as—ate, ook, ike or an families (any others;) write this family. Build a family then lay sentences using words. Lay script and printed sentence.
17. *Sentence Builders* (words written on oblongs):—These should be both written and print. Place down one side of desk the words known, down the other side the words not known. Children build sentences like those on board; like those in book. Children build sentences from memory or make original sentences. Children lay script sentence, lay printed under it. Children match words like those on board; put in columns all the words alike. After building sentences like those on board, then write the sentences from board.
18. *Family Builders* (small squares having on letters and others having on groups of letters):—Lay words to make families like one on board. Lay words to make families like those on board.

Lay families of words like those in book. Lay families from memory. Lay sentences using any of these families of words; sentences like those on board; like those in book; from memory; make original.

19. *Number Builders* (small squares having on figures and signs):—Count by ones to yourself and lay the right figure each time as you count. Count by twos and lay the right figure each time as you count. This continued with other counting. Place a group of pegs and lay under group the figure standing for group. Lay number combinations like those on board, find answer and lay. Lay number combinations like those on cards and lay answers. Make certain groups of number combinations as combinations of six and lay answers. Lay combinations from memory and lay answers. Lay all combinations as far as you can beginning with “one and one are two” and lay answers. Lay addition table from chart and lay answer. Lay subtraction table and lay answers. Lay multiplication table with pegs then lay both ways with figures. Lay division tables. After laying any of above with “number builders” then write the same on paper.
20. *Card Board Forms* (squares, circles, oblongs, triangles etc.):—A good supply of each form, so that each child may have a square when using squares etc. These forms afford a wealth of seat work for the First Grade child. They teach form. Given card board square, the child traces squares until he fills his paper, he places in each the new word learned. (This gives him idea of form and impresses form of new words.) He traces squares on paper and puts in each the new number group. He traces squares and places in each any figure. He traces squares and places inside each a number group with figure under. He traces squares and places diameters; diagonals. He traces squares and divides each in halves (oblongs) and colors one-half. He traces squares and divides each in halves (triangles) and colors one-half. He divides squares in fourths, thirds, sixths, eighths etc. according to Grade of child. He colors any number asked but begins by coloring one of each division as one-fourth or one sixth etc. He traces squares and makes designs. He traces squares and forms borders. He draws pictures of objects like the square, as a window, a play-house etc. If given a number of different forms, he assorts according to size, according to shape, according to angles, according to number of sides. Most of what has been suggested for the square can be done with other forms. The oblong can also be used for domino work. Using several forms, he can make especially attractive designs and borders.
21. *Domino Card*:—He traces around small oblong, filling paper. He makes domino like one on board (number combination to be

impressed.) He makes domino like two or three or more on board (hard number combinations.) He makes set of domino cards like cards used for drill. He makes figure story under domino card. He makes domino cards for all combinations of six or eight or any number given. He makes from memory the dominoes and writes figures showing combination under each. He fills in domino card when just one number of combination and result are given. He fills in domino card when just the result is given.

Forms (card board) appropriate for month (Used for tracing around and for filling with new words; words known; number stories etc.):—

September forms—Apple, other fruits, playthings.

October forms—Seed cases, leaves, canoes, wigwams etc.

November forms—Leaves, vegetables, fruits, turkey, Mayflower.

December forms—Evergreen trees, stars, stockings etc.

January forms—Stars, snow-crystals, seal, dog, polar bear.

February forms—Soldier hat, shields, flags etc.

March forms—Kites, windmills, cows, robin.

April forms—Birds, garden tools, farm tools etc.

May forms—Birds, flowers, trees, nests, flags, shields etc.

These little card board forms are drawn around just as the small squares, circles, oblongs etc., were used for tracing.

22. *Old Newspapers*:—Cut columns of large print. Children in First and Second Grades, place rings with pencil around words known; words like other words; as many times as one certain word is found; words of one syllable; words of two syllables etc.; words beginning with certain letters; words ending with certain letters; phrases; certain groups of words etc. Cut advertisement sheets also have children bring. Use for making original problems in Third Grade. State under “original problems” for Third Grade.

23. *Old School Books* (Not used in school or not in use):—Children use at seats for reading when other work is finished. They may be cut by teacher into stories, these stories pasted on card board and children use at seats to prepare for class reading. They may be cut into separate words, these words pasted on pieces of card board and used as suggested under “sentence builders.”

24. *Language Card*:—Children copy sentences and fill in as card suggests. Children copy, then make original similar.

25. *Cards having on other work*:—Copy, work problems or do what subject calls for. Pictures mounted on card board:—Picture mounted with name under. Children trace or draw picture and write name. Use same picture and word or sentence builders. Match word found on picture or words. Let them see how many times they can find same name in readers. As many times as found, write. More found under subject “Pictures.”

26. *Minerals* (Samples, with pasted slip of paper having on name of mineral):—Children look at mineral and copy name. Copy three things found out from feeling mineral. Copy three things found out from looking at mineral. Write names of different minerals looking at name on collection. Write names from looking at mineral. Write names then write sentences telling their uses. Write names and tell in sentences where found. Write names and tell in sentences why considered so valuable.
27. *Soils* (Collect in boxes or bottles and paste name of each on box or bottle):—Children copy names from written slip. Look at soil and write names. Write sentences telling things grown in different soils. Seat work suggested for “Minerals” can be used with this (soils.)
28. *Leaves of different trees* (Press these and keep. Some few suggestions have been given):—Keep for making border for room or boards. Use for mounting in books. Use for mounting in design or border. Children trace them and draw them. Teacher mounts them on tag board cards and writes name under. Children draw certain one and write name. Draw different ones and write names. Draw different ones and write names of parts. Draw leaves of like shapes and write names. Draw leaves having cut margins. Draw leaves unlike in shape. Draw leaves showing different veinings. A collection of ferns, different garsses and grains can be used in like manner.
29. *Flowers* (Fresh flowers in season or pressed):—Write names of Spring flowers. Write names of Fall flowers. Write names of different colors. Write name of wild flowers. Write names of garden flowers. Write names of flowers of warm countries. Tell story of plant from seed to flower in sentences. Name five flowers and tell where they grow best. Name soils in which they grow best. Name three wild flowers and picture places you have seen them growing. Write names of all blue flowers you know; yellow flowers; red flowers etc. Write names of all sweet smelling flowers. Write names of flowers first in Spring; last in Fall. Name parts of plant and uses. Write how Mr. Bee cares for flowers.
30. *Birds* (Children are taught to observe birds. Mounted pictures may also be used):—Children write names of birds from boards; from chart or slips. Picture or cut birds, write names. Write names of birds seen this month; other months. Write names of colors of a certain bird. Write where you have seen different birds. Write what you have seen them doing. Write sentences telling about bird homes. Write sentences telling their uses; their food etc. Write name of bird you like best and describe him. Write a description of a bird from a picture; write a description from memory.

31. *Trees* (Some found about trees on other pages):—Write name of trees around your home; around your school house. Write names of trees from board; from slips or cards. Picture or cut a tree and write name. Picture a tree and write a description. Write telling uses of trees. Which tree do you like most and why?

32. *Paper Folding* (after some few dictated lessons, then use for seat-work):—Fold paper, by measure, in folds one inch apart; fold one inch apart by judging. Fold squares and oblongs on diameters. Fold squares and oblongs on diameters and diagonals. Fold circles on diameters. Fold forms and make designs. and borders. Fold from memory forms used as class work. Fold and cut strips of paper; divide into halves, fourths etc. Fold and cut forms in halves, fourths etc. Fold and cut cabins, beds, chairs, cradles, wagons, shirt waist boxes, hat boxes etc. Fold, cut and make designs and borders.

Few suggested folds for different months:—September—folding to straight line; folding book (square on diameter;) window (square on two diameters;) tent or shawl (square on diagonal;) star (square on diagonals.)

October—Fold and cut wigwam or canoe.

November—Puritan bonnet, hat, cradle, log cabin etc.

December—Fold star, picture frame.

January—Snow crystals, sled.

February—Soldier cap, shield.

March—Windmill, kite.

April—Umbrella, screen, fan, chicken coop.

May—Parasol, birds, boat.

33 *Paper Cutting* (after a few dictated lessons much of this can be done for seat work):—Cutting pictures from cards and books. Cutting on lines of writing paper; cutting to straight line free hand. Cut to straight line making fringe; cut strips for weaving. Cut to curved and oblique lines (ruled;) cut free hand. Cut squares and oblongs different sizes by measuring; cut without measuring; arrange in design and border. Cut other forms by measure; cut free hand; make designs and borders. Make combinations of any forms in design and border. Bisect any forms; arrange in design and border. Arrange design and borders on paper curtains, towels, book marks, book covers etc. Cut, free hand, fruits, vegetables, animals, trees, leaves etc. Cut, free hand, furniture for doll houses. Cut, free hand, objects spoken of in stories and poems; cut a connected story.

Few suggested cuttings for different months:—

September—Cut toys and things at home, apple, other fruits, vegetables, sunflower, caterpillar.

October—Trees, fruits, seed pods, seeds, Indian corn, wigwam, canoe, squirrel, crow.

November—Fruits, vegetables, May flower, Puritan hat, Puritan bonnet, pumpkin, turkey.

December—Things wanted for Christmas, star, crook, shepherd, sheep, stocking, Santa Claus, reindeer, camel, evergreen trees.

January—Stars, snow crystals, Eskimo house, sled, dog, clock face, reindeer, sparrow.

February—Shield, flag, log cabin, banana, sword, soldier cap, hatchet, cherries etc.

March—Pictures of sap gathering, trees, pussy-willow, what wind does, Holland shoes, cows, windmill, kites.

April—Umbrellas (open, folded or closed,) hen; rabbit, birds, flowers, ships, Japanese dress and furniture, garden tools, robin, butter cup, wood pecker.

May—Parasols, birds, flowers, tad pole, plant life, garden tools, violets, bees and their homes.

34. *Crayons* (Best for children to bring money, if school does not furnish, and then let teacher buy crayons so that she will be sure of same for use):—

Follow language outline month by month use crayon for work suggested. Children color fruits, grains, vegetables. Illustrate gems, poems, stories. Color pictures in books; trace pictures and color. Copy in color pictures from board; from book; draw pictures from memory. Use colors in number work, in fraction and form study. Use colors in Nature work. When talking about golden rod in language, picture it for seat work. When teaching about apple in class, then picture apple for seat work.

The teacher selects from all the seat work given that adapted to the age and ability of her pupils and that an outgrowth of or bearing upon the other work of the day. She gives the right form at the right time in the right way. She can only do this by carefully studying her subject.

Preparatory to "First Day."

The successful teacher visits her school sometime before the eventful "first day." There are many things about that school helpful for her to know before that time.

She will want to know whether that school is clean as to walls, ceiling, floors, desks, windows etc.

She will want to know whether there are curtains at the windows and whether they are in good condition.

She will want to see how the desks are arranged so as to plan for seating and to arrange for coming in and going out of children at opening and closing of school and at recess.

She will want to plan for the keeping of wraps, dinner pails etc. and the handling of such.

She will want to see that there is a closet or shelves for the

keeping of material and that this is in good condition in every way.

She will want to see that the teacher's desk and desks of children are clean and in good condition.

She will see whether there is a basket for waste paper (Potato basket, neatly lined, will do,) and whether there is a good basin, soap plate, tin, towel roller, duster, bucket and small looking glass.

She will see that there are erasers and crayon; a yard stick and a pointer. Also a clock of some kind.

She will find the record of names of the children and of work left by teacher of previous year. She will become familiar with those names and the record of those children before that first day.

She will see how many and what kind of books are in the school library. Will make a list of some good ones needed and plan for some way to secure them.

She will see how many text books are in good condition, fit for use, and how many are needed. She will try to have on hand for first day the needed ones.

She will dust and arrange on desk all guide books and see how many she can add to the small number from her gathered store.

She will see what pictures are on wall, if any, and will plan to add others and better.

Placing a good shade of plain green wall paper (get at paper hangers) or sheets of green cover paper, about width of paper, above board, gives a nice border and a splendid place for mounting pictures.

Pictures bring joy and pleasure to the childish heart and help make discipline easier. Have some good ones there to welcome the children on the first day.

Perry and Brown pictures and nursery rhymes good.

Arrange wall paper in one corner of the room for mounting work. Put up good width paper to match border. Tell children from the first day that their best efforts will be seen from time to time in this corner.

She will place neatly in the closet or on shelves the seat work she has provided during summer, also a supply of various papers for various forms of work (with lines and without.)

She will place in her desk some clean writing tablets, fools-cap paper, some pen holders, a box of pens, and some pencils neatly sharpened to supply those coming without on first day.

She will see that the boards are clean, and, if possible, have on in colored crayon a good September border (golden-rod border appropriate.) If teacher cannot draw, stencils may be used.

Bird or fruit borders or "Sunbonnet Babies" with books also good for September.

On the board she may carefully write the September poem for her school or some good gem.

She will also place the work for each grade for the first day neatly on the board.

See what this work might be from suggestions following.

She will have both capitals and small letters on boards or on large sheets of tag board. (Made with black waxed crayon or with ink.) Also have sheets of tag board with figures, at least as far as ten. This, with seat work prepared in the summer will give plenty of seat work for the first few days.

She will see that the school grounds and out buildings are clean. She will see how they could be improved and what she can do toward improving them.

She will study most carefully her state course of study so as to have a good grasp of just what is expected of each grade and how to prepare for it.

She will start with definite plan from the beginning. It will insure confidence of children in her from the start, giving good example, also preventing much trouble later. Children see from start that she knows what she is doing and knows how to go about it. They see from the results gained that things are really worth while.

Visit *your* school before that "first day" so that *you* may be more composed from having come in touch with your surroundings before and having planned to meet the problem.

Beginners' "First Day" Seat Work.

One of the hardest problems facing the teacher, especially in the country school, in what work to give beginning children before they have become accustomed to their surroundings, and before they have learned to read and write.

The first day is especially trying. There is no review work of the previous year to give, there is little correlation which can be made except by way of picturing, tracing, or grouping and counting.

We use something which has been of interest to him in the home.

It takes more real skill on part of teacher to handle the First Grade successfully than to handle any grade from this on clear through the High School.

Just a few suggestions for "first day" work with these little ones:—

Given scissors and cards, they cut, arrange and paste pictures in old books gathered for the purpose. These books may be called scrap-books.

They may be given books of pictures for coloring and cutting. Old fashion-books will answer. Milton Bradley Co., furnish very attractive ones.

Given picture books, tissue paper and crayon, children draw, trace and color.

One dozen picture books, animal books, bird books etc., kept on hand will prove a blessing in a time of need. Parents often send these in if out-grown in home.

Drawing cards—fruits, vegetables, animals, trees etc., are used for drawing and for tracing. Children may copy same from teacher's drawings on the board. Have fruits common to September on board. Have them draw in outline, have them show in mass.

Leaves of different trees, vegetables of the home garden, animals common to the home, may be used in the same way.

Children may lay on desk with corn or lentils any of the above as well as any outlines of articles of furniture in the home, or articles of dress. After they lay, they may then draw.

They may lay, cut or draw lines of the same length, lines of different lengths.

They may sort pegs in piles of different colors; in piles of the same color.

They may sort twines and yarns in piles of different colors; in piles of the same color.

They may string corn, beads or seeds.

They may make piles of pegs, corn, twines or yarns with same number in each pile until all are used.

They may trace or go around large figures (calendar figures good, if large.)

They may lay, trace or draw different forms as square, circle etc.

They may be shown how to weave simple mats or use sewing cards.

These are just a few forms that are being used by primary teachers. There are many more.

If your entering children are in advance of this kind of work then by no means disgust them the first day by giving them something they think "too easy."

If they can write, have planned the copying of sentences from board or cards; some beginning work in number.

The "suggestions" given are intended for "first day" children who know nothing of school work and who are young and immature as many are.

The beginning teacher who successfully plans for the "first day" need not dread the following days for she has taken the first great step toward success.

Work for an entering class in advance of the usual beginner can be found under any of the work suggested for First Grade in this little book. Teacher studies her pupil and studies work suggested for First Grade, and then makes a selection of that she thinks best to meet the condition. It is not long before she knows the standing of *her beginners*. If possible, she finds before the first day how many to expect and something about them.

Second Grade "First Day" Seat Work.

While teacher and children are becoming adjusted to conditions and surroundings as they are the first day or week, it is well to have taken "time by the forelock" and to have on hand a good supply of profitable and interesting seat work not only for First Grades but for all grades.

This seat work can be a review of the work of the preceding year showing teacher what child can do and how much he has re-

tained, or it can be something of special interest to the month and the children.

It is impossible for the teacher to hear many recitations the first day but during this time children must be kept busy in some profitable way so as to form good habits from the first.

Children detect in a very short time any weakness in the teacher. The wise teacher has work planned and has system from the start.

The work of the first day or days can be a review of any of the work of the year before. For Second Grade review look under suggestions for First Grade work. Use what you think wise for your condition and the time of day.

Suggestions:—Copy carefully from the board one or two stanzas of the class poem; *monthly poem for school*, (shows penmanship of child to teacher and gives drill in capital letters (new lines) and punctuation marks.)

Copy carefully from the poem words not known (shows penmanship and grasp of words.)

Copy in the best writing the rhyming words.

Copy all words you know are names of things.

Read through poem a number of times and then write sentences about it.

Read the poem and then picture with crayon.

Copy from the board any one of capital or small letters a number of times or copy them all (shows penmanship.)

Open Reading book, read through the lesson as many times as necessary to be able to answer these questions on board. Sometimes write answers. If you write, be careful of marks.

Lesson from Stepping Stones First Reader, Page 110.

What is the lesson about.

Tell how the two move.

Tell what each said to the other.

Tell what happened.

Who won?

If they can answer these questions, it shows they have thought.

Write all hard words found in reading lesson.

Write all words beginning with certain letters as—with a or b or bl or cl etc.

Write words ending with certain letters.

Write all words names of things.

Write names of things you see in picture of lesson.

Write telling sentences and asking sentences about lesson.

Write any words you can remember from last year. Make sentences using words.

Copy words from board. Use in sentences.

Fill in elliptical sentences made with words taught in First Grade as:—Use “is” or “are” in sentences like following. “The boy — here,” and “The boys — here” etc.

Write names of all objects in the room, write words describing these objects.

In using a story, picture or poem for seat work look under "Suggestions" on these subjects in this book.

Cut and illustrate "Three Bears," "Little Red Riding Hood" etc.

Copy all numbers from one to one hundred from the chart, from memory. Do the same by writing them by 2's, 3's, 5's.

Copy problems from addition chart and write answers, same with subtraction chart.

Copy problems from board and write answers as—

SET I: $3+3=$ $5+1=$ $6-1=$ $6-3=$
 $4+2=$ $1+5=$ $6+4=$
 $2+4=$ $6-5=$ $6-2=$

SET II: $5+3=$ $5+4=$ $5+5=$
 $3+5=$ $6+4=$ $4+4=$
 $5+4=$ $4+6=$ $3+3=$

SET III: $3+4=$ $8-5=$ $9-7=$
 $7+2=$ $7-4=$ $10-6=$
 $5+2=$ $6-4=$ $10-5=$

Additions and subtractions as they have been used in First Grade.

If division and multiplication have been used in First Grade, then problems could be given.

Write all combinations of a certain number as combinations of six etc.

Lay tables of 2's on desk with pegs and then write table both ways as— 2×1 and 1×2 etc.

Picture or cut trees as they look now; do same with fruits, flowers vegetables.

These are just a few suggestions, use any to meet the needs of school until in good running order and seat work can then be handled with its chief aims in view.

Third Grade "First Day" Seat Work.

This can be a review of any of work covered in Second Grade (giving teacher an idea of what child can do and how much he has retained.)

Use monthly poem as suggested for Second Grade.

Copy capitals and small letters as suggested for Second Grade.

Open reading book, read through the lesson as many times as necessary to be able to answer questions on board. Sometimes write answers. Lessons chosen from book to be used by this grade.

Do same things with reading lesson as suggested for Second Grade.

Write any words you can remember from last year. Make sentences using words.

Look through reading books, find certain words and copy as often as found.

Write names of fruits, grains, vegetables; make sentences using.
Fill in elliptical sentences with words taught in Second Grade as saw, seen, did, done, etc.

Follow same suggestions as Second Grade for use of story, poem or picture.

Write numbers from one to two hundred.

Write as far as you can by 2's, 3's, 4's, 5's, 10's.

Write the 45 combinations, make subtraction problems.

Write tables of 2's, 3's, 4's, 5's both ways and make division tables.

Write all combinations within certain numbers as within 6, 8, 10, etc.

Do simple problems in addition, subtraction, multiplication and division from board.

Do simple problems from the book in use, or from problem or number cards.

FOLLOWING LANGUAGE OUTLINE.

First Grade Seat Work.

September.

First Week:—Lay corn, pegs or lentils around (trace) any short sentence on home life. Sentence written in large hand on large piece of paper. Lay corn around or trace "I see." Lay form of home, cradle, toys—lay from board, from cards, from memory. Cut, picture or model home, cradle, toys.

Second Week:—Lay or trace any short sentence from class composition on home of bird, as—"See the nest," etc. Lay or trace any word like "bird" or "nest." Picture, cut or model bird, nest.

Third Week:—Lay or trace a short sentence from class composition on "apple," as—"I see an apple." Lay expression "an apple," "the apple." Picture, cut or model an apple.

Fourth Week:—Lay or trace a short sentence or sentences from class composition on golden rod, as—"I see the golden rod."

Poems:—"Boy Blue" and "Little Birdie." Lay, cut or picture "Boy Blue." Lay, cut or picture "Little Birdie." Lay word "nest" or "birdie."

Story:—Red Riding Hood (simply suggestive). Lay picture or cut Red Riding Hood.

Picture:—Baby Stuart. Lay words "baby," "apple."

Hand Work:—Has been suggested.

Special Drill:—Laying action words—"run," "jump," "hop," etc. Laying expression "I see."

Children are not expected to retain all words used. These are few words used during month—I see, see the nest, bird, an apple, the apple, baby, run, jump, hop.

October.

First and Second Weeks:—Lay, trace or copy from class composition telling about occupation of those upon whom child life is dependent, as—"The farmer works," etc. Lay, trace or copy words chosen from these topics as "works," bakes, etc. Lay or trace parts of poem or song about the farmer, baker, carpenter, etc. Lay figure of farmer and his tools, baker and his wagon, etc. These might be drawings over which child places corn or lentils. Cut, draw, picture or model these persons and their work. Cut, draw or model "The Little Red Hen."

Third and Fourth Weeks:—The work with "Hiawatha" may be left until the Second Grade. Using in place of this rhymes, nature stories, poems, songs. If "Hiawatha" is used, they lay short sentences from oral composition on Hiawatha, as, "Hiawatha was a little boy" etc. Lay any word or words from composition. Lay, cut, picture or model, wigwam, canoe, bow and arrow etc.

Poem:—Lay parts of any poem or gem. "Little Bo-Peep." Picture or cut—"Little Bo-Peep," sheep, crook etc.

Story:—"Little Red Hen." Lay, picture, cut or model anything spoken of in story.

Picture:—"Piper and Nut Crackers." Cut or picture squirrels.

Special Drill:—Lay, trace or copy "I like." Review, "I see." (In this capital "I" is impressed.)

November.

First Week:—Lay with letter builders, trace, or copy any short sentence or sentences on "Preparation for winter;" names of some of things gathered. Lay names of vegetables and fruits. Trace from hectograph copies fruits and vegetables laying name under. Cut, picture or model fruits and vegetables.

Second Week:—Lay with letter builders or word builders short sentences from class composition on Nature's preparation. Lay the word "squirrel." Trace, cut, draw or model squirrel.

Third and Fourth Weeks:—Lay, trace or copy sentence or sentences from class composition on "Thanksgiving." Lay, trace, copy the word "Thanksgiving." Lay, cut, picture or model—Plymouth Rock, Mayflower, cradle etc. Construct cabin or cradle. Picture the "First Thanksgiving."

Poem:—Lay gem or poem. Lay "Thank you, pretty cow," etc.

Story:—Picture or cut "First Thanksgiving."

Picture:—"First Step" Millet. Lay words—"baby," "father," "mother."

Special Drill:—Lay "I have;" copy "I have." Lay "I see" and "I have;" place after them any word to finish sentence and

show dot or period. Lay each a number of times laying different words after. Look at print in primer, lay written story like it. Look at written story and lay it in print.

When word "lay" is used in November, it means use of word or sentence builders rather than corn, lentils and seeds as used in September and October.

December.

First Week:—Lay sentence or sentences from class composition on "Santa Claus" and "Christmas." Copy sentences from board or cards. Lay and copy words from class composition. Lay, cut, draw, model any of things you want for Christmas. Trace or draw stockings, place inside all words you can write; draw inside things you want for Christmas. Cut and make chains; make simple presents.

Second Week:—Lay from class composition sentences on "trees." Lay the word "tree," copy the word "tree." Picture or cut tree. Make chains for tree.

Third Week:—Lay or copy sentence or sentences about "sheep," "shepherd life," etc. Lay or copy words sheep, shepherd, wool, etc. Cut, picture or model sheep, shepherd, crook, star, etc.

Fourth Week:—Lay or copy Christmas gem or poem. Fold picture frames for madonna pictures. Make tiny Christmas booklets. Make scrap books of Christmas cards.

Poem:—"Sleep, Baby, Sleep." "Why do Bells for Christmas Ring?"

Story:—Christ Story.

Picture:—Madonna or "Mother and Child."

Special Drill:—"I give." Review—"I like," "I have." Lay, copy, make complete sentences using any words known, copy sentences made, find same in books. "Do I See?" Lay and copy this (capital letter and question mark brought out).

January.

First Week:—Lay or copy from class composition sentence or sentences on what was done at Christmas vacation, what was received. Write short sentences using "I see," "I give," "I like." Lay and copy the word New Year. Lay the word January. Lay or draw clock face.

Second Week:—Lay and copy short sentences on class composition on "ice" and "snow." Lay and write short sentences from memory. Lay and write words "ice," "snow." Cut snow flakes, picture snow scene.

Third and Fourth Weeks:—Lay from class composition sentence or sentences on Eskimo, copy sentences from composition. Lay words from work, copy words. Lay sentences from memory about Eskimo. Lay original sentences about Eskimo. Lay,

trace, cut, picture or model Eskimo, his home, dress, sled, dog, etc.

Poem:—"Twinkle, twinkle little star." Copy line or lines.

Story:—"Three Bears." Cut or picture.

Picture:—"Can't you talk?" Copy word "dog."

Special Drill:—"This is." Lay and complete with different words, copy and complete. Copy sentences using "is" and "are."

Review:—"I see," "I give," in this form—"Can I see?" "Can I give?" "Have I?"

February.

First Week:—Lay name of month, lay birth days. Lay sentence or sentences from class composition on "winter birds" or "changes in nature."

Second Week:—Lay sentences from class composition on Lincoln as taken up by topics each day. Copy any sentence from class composition. Lay words describing Lincoln as—"good," "kind," etc. Copy words from board, lay sentences using words; copy sentences from board. Lay cabin with corn. Lay name with letters. Model, cut, picture, fold cabin. Mount picture of Lincoln, mount cut cabin, copy sentence from board underneath.

Third Week:—Lay sentence or sentences from class composition on Washington as taken up day by day, copy sentences from class composition. Lay words describing Washington, lay sentences using words; copy sentences from board. Lay with pegs—soldier hat, flag, shield, hatchet, etc.; lay with letters names of these. Fold soldier cap and picture-frame. Lay and copy "hero," "I love" and "cherries."

Fourth Week:—Lay or copy any sentences about Longfellow; lay or copy any words from class composition. Make picture frame for Longfellow picture. Lay or copy any words describing "pony." Cut or picture pony.

Poem:—"Marching Song" by Stevenson. Copy gem or lay gem from memory.

Story:—Lincoln stories; Washington stories.

Picture:—Men used for study. "Cat Family."

Special Drill:—"I love." Lay, copy, write from memory. Copy sentences using "was" and "were." Make sentences using "is" and "are."

March.

First Week:—Lay or copy from board class composition on the "Wind and its work." Lay sentences from memory, write sentences from memory, make original sentences. Lay words taken from lesson in script, in print; copy words from board; lay as many words as remembered. Picture what wind does. Picture "Wind" by Stevenson. Cut or picture story of "Wind and Sun."

Second Week:—Do same with “Sun” as suggested for “Wind.”
Picture sunset.

Third Week:—Lay and copy sentences about pussy willow. Lay and copy parts of poem “Pussy Willow.” Picture Pussy Willow.

Fourth Week:—Lay and copy sentences on “cow.” Make and lay sentences on “cow.” Make and write sentences on cow. Lay or copy poem “Cow” by Stevenson. Lay poem from memory after study. Copy names of parts of cow. Draw, cut or picture a cow.

Poem:—“The Cow” by Stevenson. Picture or cut.

Story:—“Bag of Winds.” “Cinderella.”

Picture:—“Escaped cow” by Dupre.

Special Drill:—Write from board sentences using “has” and “have.”
Review:—is—are—was—were. Copy sentences using. Make sentences using these words. Fill elliptical sentences.

April.

First Week:—Lay name of month. Lay names of months from board. Copy name of month or months. Copy class composition on “awakening life.” Copy any sentences on class composition on “chick.” Make and lay original sentences. Make and write original sentences. Cut, picture, model—eggs, chick. Construct Easter basket.

Second Week:—Copy sentences from class composition on “rain.” Make and lay original sentences. Make and write sentences. Lay or copy “Rain” by Stevenson. Copy this poem from memory. Illustrate “Rain.” (See under “Poems.”)

Third Week:—Copy any of sentences from class composition on “Spring Preparation.” Make and lay original sentences on what mother is doing, father is doing; write these sentences. Cut or picture tools used.

Fourth Week:—Copy class composition on “robin.” Lay word “bird;” copy word. Lay word “robin;” copy word. Picture, model or cut birds.

Poem:—Lay “Rain.” Lay “Garden Bed.” Illustrate poem.

Story:—“Sleeping Beauty.” “Chicken Little.” “Origin of Robin.”

Picture:—“Feeding Chickens” by Jacque.

Special Drill:—May I? Review—~~is—are—was—were—has—have~~—excuse. Fill in elliptical sentences using words above; also frequently copy correct form of these in sentences.

May.

First Week:—Copy word May. Lay and write sentences about spring. Lay sentences from memory; copy sentences from memory; make number of sentences and place in right order. Write sentences on “farmer” and what he does. Make sentences about Spring using “have” and “has.”

Second Week:—Copy sentences on class composition on “garden-
ing.” Copy words from board; make sentences using words.
Cut, picture, model garden tools, etc. Make sentences about
gardening using “is” and “are.”

Third Week:—Copy sentences from class composition; write sen-
tences about “frog.” Copy words “frog,” “egg,” “pond,”
make sentences using these words. Model, draw, cut from
egg to frog.

Fourth Week:—Copy or make sentences on “bean.” Copy words
“bean,” “plant,” “blossom,” “pod,” etc., use words in sen-
tences. Model or picture from bean to plant. Cut or picture
flowers or birds. Make sentences about plant using “was”
and “were.”

Poem:—“Little Birdie.” Copy parts. Illustrate. See “Poems.”

Story:—Story on origin of flowers.

Picture:—“Feeding her Birds” Millet. Write sentences about
picture.

Special Drill (Review):—is—are—was—were—has—have. Write
sentence telling and sentence asking using:—I see, I have, I
like, I love, I give. Copy elliptical sentences filling in word or
words, and frequently copy as models correct form from board.

FOLLOWING LANGUAGE OUTLINE.

Second Grade Seat Work.

September.

First Week:—Copy name of month and its abbreviation. (Can be
used on written work papers.) Copy name of town and name of
state. Make sentences about September using name of month
in each. Write sentences in answer to questions on “building
of house” (after oral work.) Answers to questions should form
a connected story. Copy words—building, brick, frame, etc.
Draw plan of house using rulers and having dimensions given,
(very simple plan.)

Second Week:—Copy parts or all of class composition on “furnish-
ing of home” (Capitals, punctuation, orderly arrangement.)
Copy names of different articles on furniture. (Save the words
for spelling.) Write sentences telling uses of articles of furni-
ture. Construct from square folded in sixteenths—a bed, chair,
house. Fold or cut any articles of furniture as—a picture frame
etc. Make raffia napkin ring.

Third Week:—Write sentences telling about the sunflower. Write
sentences in answer to questions. Write five words describing
sunflower; make sentences using same. Illustrate story of
“Clytie.”

Fourth Week:—Write sentence telling about caterpillar (after oral
work.) Write five words describing as “downy,” etc.

Poem:—"September" by Helen Hunt Jackson. Copy whole or parts of poem. Copy gems from board; from memory. Illustrate poem.

Story:—"Clytie." Copy any part of story worked up for class composition. Illustrate story.

Picture:—Any good September farm scene. Copy names of objects seen in picture. Picture a September scene (crayon;) make an apple spelling book.

Special Drill:—The "Telling Sentence." (A) Copy from slips; copy from board; find in books, write. (B) Bring out capitals and periods in connection with. Teach correct forms:—It is I; It is he; It is she. Copy from board and from cards.

October.

First and Second Weeks:—Copy name of month and abbreviations from board; from slips. Write asking sentences using the word October. Copy gem from board; from memory. The class composition or oral work of children is placed on the board each day as oral work on "wigwam" (one day's work):—(a) Children copy this from board. (b) Words of poet copied telling about wigwam (beauty of form and expression.) (c) Children write description of wigwam in sentences (observe sequence of thought.) (d) Write from memory words of poet, telling about wigwam (memory, correct spelling, etc. (e) Write questions about wigwam; answer questions; write questions for others to answer. (f) Picture wigwam and write word under. (g) Cut and construct a wigwam. Same plan as this may be taken in handling any topic found in Language Outline. Another might be "Canoe." A whole month may be given "Hiawatha." Cut and picture:—Canoe, wigwam, bow and arrow, head-dress, blanket, etc. Make Hiawatha booklet. Weave or braid:—mats, baskets etc. Model:—Indian pottery.

Third Week:—(Can be omitted for "Hiawatha.") Copy parts of poem "Hiawatha" telling of corn. Picture Indian corn and write sentences under.

Fourth Week:—Write story of "Crow and Pitcher" in answer to questions (after oral work.) Picture or cut story.

Poem:—"Hiawatha." Copy parts of poem; write from memory short sections. Write gems from memory.

Story:—"Crow and Pitcher." As has been suggested.

Picture:—"Piper and Nut Crackers." Indian pictures. Write sentences above. Write describing words.

Special Drill:—"Asking" sentences. (a) Copy from board; slips; book. (b) Bring out capital letters and question mark. Correct forms:—Is it I? Is it he? Is it she? Picture October scene. Make squirrel spelling book.

November.

First and Second Week:—Copy name of month and abbreviation.

Copy names of Fall months and abbreviations. Write sentences about November using name of month in each. Copy word "Thanksgiving." Copy whole or parts of each day's composition (oral) on Puritans, as (one day)—"Home in England," another, "Voyage," etc. Write sentences telling about Puritans. Write five words describing Puritans. Copy words—Indian, Pilgrim, Plymouth Rock, May Flower, etc.; use these words in sentences. Make sentences about Thanksgiving into longer sentences. Cut and draw Plymouth Rock, May Flower etc. Make Puritan booklet. Construct—Puritan cradle, bonnet etc. The whole month may be devoted to the Puritan work.

Third Week:—(If Puritan work is not used for month.) Write sentences about the pumpkin. Write word pumpkin. Picture and cut pumpkin.

Fourth Week:—Make sentences telling about turkey. Picture turkey and cut same.

Poem:—"Over River and Through woods." Copy parts; cut and illustrate. Write from memory—September, October, and November gem.

Story:—"Fox and Grapes." Reproduce from copy; reproduce without. Cut or picture.

Picture:—Any telling Pilgrim life or Thanksgiving story (Boughton pictures good.) Write sentences about.

Special Drill:—Telling and asking sentences. (a) Copy and also write sentences. (b) Bring out capitals, period, question mark. Correct forms:—It is I, It is he, It is she, It is we; It is they, and these turned into questions. Picture a November scene; make a pumpkin spelling book.

December.

First and Second Weeks:—Copy name of month and abbreviation.

Write sentences about September using name of month in each. Copy name Christmas and Santa Claus. Copy whole or parts of each day's composition on "Christmas in other lands." Write from question a short description of Christmas in Holland. (Logical sequence in questions of teacher.) Write without questions a little description on Christmas in Germany (after oral composition.) Copy words gathered from this work, as—Holland, shoes, etc. Write sentences telling one thing done for Christmas in each land studied. Write all name words gathered. Picture or cut spruce tree and write sentences about it. Make booklet of Christmas in other lands.

Third and Fourth Weeks:—Copy any part of class composition. Write sentences telling about shepherd, arrange in best order.

Copy words—shepherd, sheep, care, crook, wool, etc.; use these words in sentences. Cut or picture—stars, shepherd, camel, crook, etc. Write sentences about camel and its uses. Write words camel, etc.; write words describing. Cut or picture camel.

Poem:—Copy poem used for Christmas. Copy and write Christmas gems. (Teacher collect gems for months and holidays.)

Story:—"Town Mouse and Country Mouse." Copy any part of class composition.

Picture:—Madonna.

Hand Work (Instead of special drill):—Booklet of Madonna pictures. Booklet of Christmas pictures. Fold picture frames for Madonna pictures. Cut and make things for tree. Raffia picture frames. Make Christmas boxes. Make star or stocking spelling book. Cut and picture story.

January.

First and Second Weeks:—Copy name of month and abbreviation. Copy names and abbreviations of all months up to January, write them. Write sentences about January using word in each; write sentences about other months. Write names and dates of all holidays past. Write names of days of week and abbreviations; make sentences using each. Write sentences telling changes in nature. Copy any of class composition. Draw clock-face and write number of hours a day, etc. Copy these words:—January, snow, ice, clock, hour, minute, second, hands, face, etc.; make sentences using. Copy any of class composition on the 'Eskimo. Write sentences telling about Eskimo; names of things Eskimo uses (name words;) things he does (action words.) Write a story about Eskimo, see that sentences are in good order. Cut or picture Eskimo house, sled, dress, etc. Make Eskimo booklet. Make star or clock-face spelling books. Study of Eskimo may be used for whole month.

Third Week (If Eskimo is not used):—Write sentences describing reindeer. Write description of a reindeer (orderly arrangement.) Cut or picture reindeer.

Fourth Week:—Write sentences about the sparrow. Write words telling what sparrow does (action words.) Picture or cut sparrow. "All Things Beautiful."

Poem:—Copy whole or parts. Illustrate some poem.

Story:—"Lion and Mouse." Write from class composition story or part of story. Cut or picture story.

Special Drill:—It is for me, It is for him, It is for her, It is for them. Picture a January scene.

February.

First Week:—Copy name of month and its abbreviation. Copy names and abbreviations of winter months. Write sentences using name of month in each. Copy names and dates of birthdays coming in February. Write names of days of week and abbreviations. Copy any part of class composition on any of men studied—Washington, Lincoln, etc.

Second and Third Weeks:—Copy any or all of class composition on Washington (any other used as well.) Write words describing Washington. Copy words—Washington, Lincoln, birthday, brave, kind, noble, honest, hero, etc.; write sentences using words. Copy class composition on St. Valentine or write story from question as remembered. Make a Washington, Lincoln or Longfellow booklet. Make a February booklet. Design and cut—banner, shield, flags, soldier cap etc. Fold picture frames. Make shield spelling book. Make valentines.

Poem:—"America." Copy whole or parts of any poem. Copy patriotic gems, write gems from memory. Write any short poem you like best.

Story:—Stories of brave deeds. "Hare and Tortoise." Illustrate or cut.

Picture:—Lincoln, Washington, Longfellow, etc.

Special Drill:—Correct use of is and are; was and were. Make sentences using these words; copy sentences from board or reader; fill in elliptical sentences. Contractions:—I'm, he's, she's, I'll, he'll, she'll, we'll. Find in reader; copy from board; find in poems. Picture a February scene.

Fourth Week of February given to stories of brave deeds etc.

March.

First and Second Weeks:—Copy name of month and its abbreviation. Copy name of school, home-town and state. Can be used on written work papers. Copy names of winter months and abbreviations. Write sentences about March, using name each time. Copy any part of class composition. Write telling and asking sentences about Holland. Tell in elliptical sentences about Holland using is or are; was or were. Write sentences about Holland making a connected story. Write short description of a Holland picture in answer to questions. Cut or picture anything pertaining to Holland. Construct windmill or Dutch cart. Make Holland booklet. This Holland work may be continued for the month.

Third Week:—(If Holland work is not continued.) Picture a twig from any tree; write sentences telling changes. Write sentences telling changes in nature.

Fourth Week:—Write sentences about rabbit; fill in elliptical sentences about rabbit with is or are; was or were. Cut rabbit.

Poem:—"My shadow." (Any other may be used.) Copy poem; write story of poem (use for oral work first.) Copy gems; write from memory any gem.

Story:—"The Sun and the Wind." "Hero of Holland." Illustrate the first story.

Picture:—"Windmill" by Ruysdael. Write sentences why you think storm is coming (after class composition.)

Special Drill:—Copy sentences, fill in elliptical sentences, find in reading book and make sentences using saw or seen, did or done, write, wrote, written, break, broke, broken. Contractions—I've, you've, we've, wouldn't, shouldn't couldn't. Picture a March scene; Dutch—shoe—spelling book.

April.

First and Second Weeks:—Copy name of month, use name in sentences. Copy on papers name of school, town, state. Copy any part of class composition, made day by day, on Japan. Write sentences about Japan. Write words describing Japanese; make sentences. Tell in elliptical sentences about Japanese using saw or seen; did or done. Write sentences about Japanese and collect in an orderly way (after oral work.) Copy words from oral work; write sentences using these words. Fold and cut Japanese dress, screen, fan, parasol, etc. Make Japanese booklet. Construct Japanese tray. Copy some simple Japanese design. Study of Japanese may be used for month.

Third Week (If study of Japanese is not continued):—Write sentences about buttercup. Write words describing buttercup; use in sentences. Write words—yellow, stem, leaves, flower, root. Picture buttercup; use for design. Copy any quotation on buttercup. Fill in elliptical sentences on buttercup with is or are; was or were; did or done; saw or seen.

Fourth Week:—Copy any of class composition on woodpecker. Write from questions a description of the woodpecker. Write names of common birds from board, from chart, from memory. Illustrate story of Woodpecker.

Poem:—"Daisies" by Sherman. Copy parts or whole. Picture the poem pictures (after class work.) Write gems from memory.

Story:—Iris. (Picture the rainbow.)

Picture:—Japanese pictures. Rainbow.

Hand Work:—Make raffia parasol; raffia basket. Picture birds and change in trees.

Special Drill:—Using words—set or sat; lie or lay; sing or sang. Copy sentences using these; fill in elliptical sentences; write sentences. Review contractions, add any others from books used. Write and copy sentences using possessive. Picture April scene. Make bird spelling book.

May.

First and Second Weeks:—Copy name of month; use name in sentences telling about May. Copy names of Spring months; make sentences telling about each; picture something suggestive of each. Write names of seasons; picture each. Write names of days of week; use in sentences. Write names of all holidays and birthdays celebrated. Copy any description of the violet (poem or short prose selected.) Copy any of class composition on talk about violet. Picture violet; use for design. Copy any or part of class composition on "bees." Picture or cut hive. Write sentences about bees. (Make by combining short ones.) Write action words connected with bees; also list of words describing bees; make sentences using words. Make elliptical sentences (teacher) about bees. Children fill in sentences with did or done; saw or seen.

Third and Fourth Weeks:—Copy any or parts of class composition on Arabian children. Write sentences describing Arabian children (after oral work.) Write sentences describing camel. Write sentences describing desert. Make booklet on Arabian work. Fill in elliptical sentences on camel with is or are; was or were; set or sat; lie or lay; sing or sang.

Poem:—"Seven Times One." Copy parts of poem. Illustrate any part of poem. Copy gems; write from memory and gem.

Story:—Cut or picture story.

Picture:—"Spring" by Carot. Tell in short sentence what makes you think it is spring.

Hand Work:—Picture or cut flowers; use in design. Make a booklet of Spring flowers.

Special Drill:—Fill in elliptical sentences with set or sat; lie or lay; sang or sung. Use in sentences correctly—I, he, she, we, they, her, his, is, are, was, were, has, have, saw, seen, did, done, write, broke. Contractions:—Look for contractions in books, copy and write words for which they stand. Abbreviations:—Write four months, days, town, state, Mister, Mistress, etc. Picture a May scene; make a flower spelling book.

FOLLOWING LANGUAGE OUTLINE.

Third Grade Seat Work.

September.

First Week:—Write name of month, the day and year at top of papers (continue through the year.) Write names of Summer months with their abbreviations. Write names of days of week with abbreviations. Write names of places and people (capital letters brought out.) Copy from board or slips short descriptions of September, (either prose or poetry.) Teacher can collect and keep them on hand. Write names of foods on breakfast

table (name words.) Write names of home grown things under one column; of other things under another. Describe some one thing in writing without giving name. Write sentences about these things using words this and that.

Second and Third Weeks:—Write names of places and people; use each in a sentence. Write sentences telling about study of wheat and milling (arrange sentences in good order.) Copy words gathered from above topic. Find in reading book number of paragraphs in a lesson; copy one or two. (Let this lesson be a reading lesson on wheat and milling if possible.) As children write they think how paragraph begins; number of sentences in it; kinds of sentences; how they begin and end. Sometimes they copy only telling sentences found in paragraph, sometimes asking. Fill in elliptical sentences using this or that. Review contractions of the other grade; bring out any new.

Fourth Week:—Copy a model short letter written by some famous person (Teacher collects these letters as letters of Eugene Field etc.) Write sentences about the Aster. See whether you can combine these into longer sentences.

Poem:—"September" or "Village Blacksmith." Copy whole or parts of poem. Write a September gem from memory. Illustrate poem September.

Story:—"Golden Rod and Aster" or "Little Red Hen." Write story in answer to questions.

Picture:—"Golden Autumn Days" by Marcke. "Village Blacksmith" by Herring. "Windmill" by Ruysdall. "Landscape" by Ruysdall. Write names of objects in picture; make sentences using these. Write names for picture.

Hand Work:—Make Wheat booklet. Make a September design (Golden Rod.) Make booklet of September flowers. Illustrate any poem. Make September calendar. Fold and cut cube.

Special Drill:—Finding paragraphs in Reader. Copying model letters. Combining sentences. Use in sentences of—this, that, throu. Review:—I, he, she, we, they in sentences telling and asking.

October.

First and Second Weeks:—Copying name of month with abbreviation. Write names of days of week with abbreviations; make sentences using. Write sentences like models (complex.) Make sentences similar. Write names of different articles of clothing; place those coming from animals in one column, those from vegetable in another. Describe in well formed sentences any one thing made and worn. Write as much as you can telling about linen or cotton (after class work;) arrange your sentences in good order. Find paragraphs in Reading lesson. Give names

to paragraphs and write names, (after class work.) While copying one or two paragraphs think of order of sentences. What does each sentence tell? Write what it tells. Make elliptical sentences about clothing and fill with words—these or those. Whole month may be taken for study of linen.

Third Week (If study of linen is not taken):—Write sentences on spider; picture spider. Use story “Arachne.” Copy a description of October or of trees. Copy a model letter or well constructed sentences.

Fourth Week:—Write about milkweed in well formed sentences; picture milkweed.

Poem:—“October” or Flax Flower. Pick out and write name words; describing words, action words, any abbreviations, contractions, possessives. Copy poem; copy gems from memory.

Story:—“Arachne.” Write from question the story of “Arachne.”

Picture:—“Spinning” by Millet. Tell action of picture. Write words describing.

Hand Work:—Booklet of study of linen or cotton. Illustrate poems. Make October design for book covers. Make October calendar. Mount October seed pods. Fold and cut square prism.

Special Drill:—Abbreviations; describing words; models. Use of words—draw, these, those.

November.

First and Second Weeks:—Write name and abbreviation of Fall months. Picture something suggestive of each and write in sentences. Write names of things made of wool. Write sentences brought out in class composition on wool, arrange sentences in good order making paragraph (class work at first.) Copy a description of November (prose or poetry.) Copy a model letter (see how paragraphed.) Find paragraphs in Reading books and give names. Use expressions—there is and there are in writing about wool. Study of wool may be continued for month.

Third Week (If not continued):—Write sentences about seal using—did or done; saw or seen. Copy addressed envelope, draw and address your own; fold and address. Copy model letter.

Fourth Week:—Give names to paragraphs in Reading lesson; copy one or more sentences or copy one or more paragraphs. Write sentences about “potato;” combine these sentences (making compound or complex.) Fill in elliptical sentences about the potato with—there is, there are, did or done, saw or seen.

Poem:—“November” by Alice Carey. Write story of poem from questions. Copy contraction of words in any poem in book.

Story:—Thanksgiving story. Copy class composition. This is erased and children write from outline.

Picture:—"Sheep (Autumn)" by Mauve. "Shepherdess" by Le-Rolle. "Potato Planting" by Millet. Write short description of picture after oral work. Use words to describe.

Hand Work:—Make booklet of study of wool. Illustrate poem. Make November design (leaves;) use design in border. Make booklet of Thanksgiving work. Calendar for November.

Special Drill:—Naming paragraphs. Orderly arrangement of sentences. Addressing an envelope.

December.

First and Second Weeks:—Write name of month and abbreviation. Write names of days of week and abbreviations. Write names and dates of holidays. Copy sentences in which contractions have been used. Copy description of some winter scene (prose or poetry.) Write names of parts of tree; tell uses of trees; picture different evergreens and write names. Write short paragraph on lumbering (after class composition.) Write any of topics on lumbering used in class; copy words on lumbering used in class; copy words gathered from these topics. Use—"there was" and "there were" in writing sentences about lumbering. Write all action words you have used in talking about lumbering, as—chop, saw, etc.

Third Week:—Write letter telling what you want for Christmas; address envelope. Write description of evergreen tree in form of paragraph. Copy poem telling about evergreen tree. Use words—"there is" and "there are" in telling about evergreen tree.

Fourth Week:—Write possessive form in connection with presents, as—"May's doll" or "The boys' tops," etc.

Poem:—"Christmas Carol" or Eugene Field—"Why do Bells for Christmas ring?" Copy poem.

Story:—Christmas stories. "Fox and Crane." Reproduce from outline (two paragraphs.)

Picture:—Madonna. Write a short story of a Madonna picture (after oral work.)

Hand Work:—Make booklet on lumbering. Make booklet of December story. Make booklet of Madonna pictures. Make December box (square plinth.) Make design for booklets. Picture Hemlock tree; copy poem "Hemlock Tree."

January.

First and Second Weeks:—Write name of month and abbreviation. Write name of months to first of year. Write name of holidays. Review contractions; possessives; and place singular name words in one column and those meaning more than one in another column. Write sentences telling different ways of heating a

house. Copy parts of class composition on coal. Write sentences on coal mining (after class composition;) collect these sentences and arrange in proper order. Write two paragraphs on coal mining (after class composition.) Copy some quotations about January; description of stars or some winter scene. Write a letter to a friend telling of your Christmas vacation, address envelope. Study of Coal may be used for month.

Third Week:—Write describing orange. Picture orange. Combine sentences (making compound and complex.)

Fourth Week:—Write sentence about elephant etc. Copy model letters; address envelopes. Copy elliptical sentences and fill with words suggested by teacher.

Poem:—"Childrens' Hour." Write story of poem in your own words, (after oral work.)

Story:—"Secret of Fire" Fable—make outline in class and then write.

Picture:—"Shepherdess"—Millet. Describe picture by answering questions on board or suggested topics.

Hand Work:—Make booklet of coal mining. Make January design—stars or snow crystals. Use design in border. Make clock face. Make January Calendar. Make pyramid, (folding and cutting.)

Special Drill:—Possessives—find in books. Quotation marks—copy paragraphs in which found. Use in sentences—this, that, these, those.

February.

First and Second Weeks:—Write name February and abbreviation. Write names of three winter months. Write quotations from board; from book. Copy name words from lesson, make them show possession. Make sentences using words—this, that, these, those. Copy any description of February or of any brave deed; write patriotic gems. Write a letter to a friend telling what games you play now. Make up and write rhymes for valentines. Write a letter telling what you know about Lincoln.

Third Week:—Copy quotations from books. Copy model letter. Review contractions in sentences. Write sentences using possessives. Write sentences using—There is; There are; There was; There were. Write story of St. Valentine.

Poem:—"Star Spangled Banner." Pick out pictures. Write name for each (after oral work.)

Story:—"St. Valentine" or any fable. Write from outline; make outline and write.

Picture:—Longfellow, Lowell, etc. Give other pictures names; tell what you like about each; write words describing each.

Hand Work:—Make a Longfellow booklet or any of great men studied. Make a February booklet. Make February design; use on cover. Make February Calendar. Make booklet of story of St. Valentine.

Fourth Week:—Make class composition on study of oyster. Make oyster booklet.

March.

First and Second Weeks:—Write name of month and abbreviation. Write names of all months and abbreviations. Copy quotations from books, placing marks. Copy description of wind (prose and poetry.) Write telling and asking sentences on Sugar making; copy any of class composition; write two paragraphs on sugar making. Write a letter telling a friend about sugar making as you have studied it.

Third Week:—Picture a banana and write sentences. Make paragraph of sentences.

Fourth Week:—Copy any or all of class composition on ostrich; write words describing. Make ostrich booklet.

Poem:—“Little Brown Hands.” Copy poem. Write gems from memory. Pick out poem pictures and tell in your own words. Copy action words in poem; copy, name words.

Story:—Write from outline.

Picture:—“Plowing” by Bonheur. Write name words in picture, action of picture.

Hand Work:—Make booklet on Maple Sugar. Make booklet of story. Illustrate a poem. Design a border. Make Pussy Willow booklet. Make ostrich booklet. Picture banana.

Special Drill:—Making outlines of stories; write from outlines. Quotation marks. Paragraphs. Review—did, done, saw, seen. Bring out question mark, period, capitals.

April.

First and Second Weeks:—Write name of month. Write sentences using a name of a month in each; write sentences using name of a holiday in each; write sentences using names of days of week. Write sentences telling about changes in nature. Write sentences telling about the silk worm, (sentences arranged in right order.) Write two short paragraphs on silk worm. Picture the story of silk from beginning. Write letter telling a friend what you have learned about silk worm. Copy a description of nature in April or of rain. Copy quotations from books or from cards. Use possessives in connection with topics of week; hunt possessives in books and copy; copy from board; make original sentences using. Find all words meaning one and write them; write them when they mean more than one. Make sentences using words meaning one; using words meaning more than one. Study of silk may be used for month.

Third Week (If study of silk is not used for month):—Picture the lily and copy gems telling about lily. Use in this week any of poems, stories, pictures.

Fourth Week:—Write sentences telling about the pigeon and its habits. Use any poems, stories, pictures.

Poem:—Copy poem; tell in your own words about pictures in poem. Copy any action words; write others you can and have used; make sentences using. Copy all name words, copy any beginning with capital letters; make name words mean more than one and write. Copy all describing words in poem and also name of thing described. Copy all phrases found in poem (after class work.)

Story:—"Aurora" or "Iris." Write story from topics (after class work.)

Picture:—"Aurora" by Reni. "Song of Lark" by Breton. Write and tell why you like picture after you have studied it most carefully.

Hand Work:—Make booklet of study of silk. Design parasol. Weave a mat. Picture a spring landscape. Make booklet with mounted pictures telling story of Easter. Picture buds and flowers. Make raffia basket.

Special Drill:—Make and copy in your note books, from work you have done:—A telling sentence tells something; it begins with a capital letter and is following by a period. Do same in regard to question, paragraph, capital letters, contractions, possessives, singular form and plural form etc. In other words, child makes his own rules from his work and copies them to keep in his language note book.

May.

First and Second Weeks:—Write names and abbreviations of all months; days of week; names of holidays. Write any topics on "dairying" having been taken in class. Write three short paragraphs on "dairying." Copy any of words from work; use words in other sentences. Picture any part of dairying and write about it. Use these words in telling about dairying:—there is, there are, there was, there were, this, these, that, those. Write letter (and address envelope) telling a friend about your visit on a dairy farm. Copy any quotations (use marks.) Copy some good complex sentences; make sentences similar. Copy any beautiful selections of literature telling about spring and especially May. Dairying may be used for the whole month.

Third Week (If dairying is not used):—Tell in sentences about observations of morning glory seed to plant (sentences in proper order.) Copy words gathered from work. Picture from seed to plant and tell. Use these words in sentences:—I, me, he, him, she, her, we, us, they, them, is, are, was, were.

Fourth Week.—Write sentences telling about oriole. Cut and picture oriole and nest. Copy any selection of literature telling about. Use study of poem, story or picture. Use these words in sentences:—saw, seen, did, done, ran, run, set, sat, lie, lay, sing, sang, write, wrote, written, break, broke, broken.

Poem.—Copy from memory any gem used during year; copy any poem, write from memory. Tell story of poem in your own words. Write (teacher) every other stanza on board, children fill in missing stanza. Teacher write on board different expression, children copy stanza in which found.

Story.—Write from outline.

Picture.—"The Churner" by Millet. Make outline for work in class. Children write for seat work.

Hand Work.—Make booklet of dairying. Make a May design; use for border, book cover. Design wall paper. Make raffia May basket.

Special Drill.—Review—contractions, possessives, abbreviations, singular and plural, rules made and copied, correct English with use of words given.

Poem as Seat Work.

Copy all or parts of poem. (Teaches beauty of form also capitals and punctuation.) Copying words from poem (impressing form of words.) Copying certain parts of poem to bring out some form of expression, beauty of thought or marks of punctuation. Pick out pictures and tell about each in your own words. Tell the story of poem in your own words. Tell what you like about poem. Write the rhyming words carefully; use these words for making rhymes of your own. Illustrate poems in various ways by cutting, folding, modeling, with crayon. Illustrations:—"Rain" by Robert L. Stevenson. On one large piece of paper, children could first picture toward top the rain falling on "field and tree." Under this, they could paste a cut umbrella. Under the umbrella, they could paste a folded "ship."

Cutting.—Cut tree, umbrella, ship.

Fold.—Umbrella (open or closed;) ships.

Picture.—Field, trees and rain coming on both; umbrella with rain coming down; ships with rain. Combination of cutting, folding, picturing could be used. Illustration (2).—(Just handling first stanza for pictures.) "September" by Helen H. Jackson. On one piece of paper place goldenrod by road side; next corn in field; trees bending down with fruit. Three pictures of first stanza. Each stanza may be pictured. Some forms of seat work from this poem:—Write names of flowers spoken of in poem. Write names of fruits spoken of in poem. Write names of places you have found goldenrod growing. What makes the

corn turn brown? Why are trees bending down? What makes "gentian's fringes curl?" What do you mean by "hidden silk?" What are sedges? What is their harvest? What do you mean by "asters by the brook side, make asters in the brook." When are lanes dewy? When do fruits have sweet odors? What are tokens of September? What places do you think of when you read the first stanza of September? Describe a milk-weed pod. Why do you like this poem? Illustration (3):—"Little Birdie" by Tennyson.

Cutting:—Cut tree, nests, mother bird, little birds. Cut bed, mother, child.

Fold:—Bed.

Picture:—Tree with nest, mother and little ones. Bed with baby, mother near. Might be done with combination of cutting and picturing.

Stories as Seat Work.

After a story has been told, it is reproduced in various ways, much of this reproduction furnishes valuable seat work. Words are selected from the story and copied (Impressing form of word.) Certain parts of the story are copied to bring out form and certain marks. The class reproduction is copied from board (written by teacher but oral work of children.) The story is written from an outline (after oral work.) Children make and write original stories; stories from pictures; stories about pets etc. Children fold, cut, picture things spoken of in story; pictures of story; the story. Illustration (using two old stories): 1—"Three Bears."

Cutting:—Cut home of bears, bears, bowls on table, chairs, beds, trees of forest.

Folding and Cutting:—Fold and cut home of bears, beds, chairs, cut bowls, golden locks, trees of forest.

Picture:—Cut thing spoken of in picture. Picture—The bears on their walk. Their home. Their return. If clay is used, things can be modeled.

2—"Red Riding Hood:"—

Cutting:—Little girl with basket, wolf, wood choppers, house, trees, bed. Mount little girl on walk among trees, wolf beside her, grandmother's house in distance among trees.

Fold:—House, bed, basket, hood, cap.

Picture:—Red Riding Hood, trees, wolf, grandma's house. Combination of crayon and cutting—The landscape can be done with crayon, the rest done by cutting.

Pictures as Seat Work.

Keep on hand a good supply of pictures to be used in various ways. Put before children pictures of nursery rhymes, have children

write rhyme either from board or from memory. Place before class mounted pictures and have them write names for pictures. Pass small mounted pictures, children, study and then write what picture tells (Third Grade.) Placing on picture before class, have class give as many names as possible for picture. Look at pictures then write and tell what you noticed first in each. Write description of picture using outline given (after oral work.) Placing a large picture before the class, have children write names of objects seen; write a list of words describing picture; write sentences about picture; write description of picture; tell story of picture. Mount picture on card board, write words around picture, have children copy words; make sentences using words; make story using words. The little children trace, draw, color, cut pictures, make scrap books, put together cut pictures.

READING.

Arnold Primer—Lessons Showing Seat Work.

- Page 7.* Lay with corn, lentils or letters a number of times on desk (written form and printed)—“This is.” Lay the sentence:—“This is Ned.” Lay “How do you do,” a number of times; then whole sentence. Lay the “ed” family as—Ned, red, bed, fed, etc. Lay “Ned” a number of times. Trace the picture found in book. Copy from board—“This is Ned.”
- Page 8.* Handle same as page 7. Build “ot” and “an” families on desk.
- Page 9.* Handle same as page 8. Build “ot,” “ame,” “en” families.
- Page 10.* Lay with letter builders:—“Do you see Ben?” “Do you see Dot?” “Do you see Ned?” Lay any families had so far.
- Page 11.* Handle same as other lessons. Picture apple with crayon; cut or trace. Lay “an apple;” “the apple;” “this is.” Copy from board—“This is an apple.” Lay any family of words.
- Page 12.* Lay any or all of words found; lay any one a number of times; lay sentences using any of these words; lay all sentences you can using these words.
- Page 12.* Trace picture or show with crayon the vase. Lay words at the top; lay any of sentences. Lay—“Dot’s vase;” Dot’s rose.” Lay—“ose” family; lay r’s over desk and think of sound.
- Page 15.* Lay sentence (lentils or corn)—“See this baby,” (written form.) Lay under written form the printed form with letter builders. Lay and copy capital and small “b” all over desk (think sound.) Lay (corn or lentils)—“Baby Rose.” Copy from board—“See this baby.”
- Page 16.* Lay (corn or lentils)—“This is” (written and printed form.) Lay written form with letter builders. Lay with letter builders—“See Kate’s book;” lay printed form under this. Lay (corn)—Ben, book, Kate. Lay “B,” “b,” “K.” Following pages handled similar to those handled.

- Page 25.* Lay (cord, lentils, etc.) any of words; lay same with letter builders. Lay any one word a number of times. Lay—top, doll, drum, rose, vase, book, read and add s. Lay the same and add apostrophe and s.
- Page 26.* Trace orange; picture orange with crayon; picture and cut orange. Lay (letter builders)—“See this orange.” Lay—“this orange” (written and printed form;) the orange, an orange (written form.) Lay—“Is it your orange, Dot?” Lay (corn)—“orange” and lay “O.”
- Page 27.* Lay (letter builders) every other sentence. Draw everything spoken of in sentence, lay sentence under thing. Draw things and lay names, as—“An orange;” “a flag;” “an apple;” a book etc.
- Pages 28-29.* Draw pictures. Lay (corn, pegs etc.) written and printed letters (capitals and small;) lay same with letter builders. Lay words found (capital and small letters.)
- Page 35.* Picture, model, or cut cherries. Lay (corn or pegs)—“cherries;” same with letters. Lay (corn or pegs)—“ch;” same with letters. Lay any sentence; lay “ipe” family
- Page 42.* Lay capitals, small letters and sentences; lay any one a number of times, lay a certain number at a given time. Lay alphabet; copy from board any letter or letters.
- Page 44.* Trace, picture or cut a bird; model nest. Lay any word, words, or families; copy from board any sentence pertaining to same.
- Page 48.* Trace, draw or cut any of pictures. Lay letters (capital and small,) think sounds. Lay words (capital and small letters.)
- Pages 52-53.* Lay (corn or lentils) alphabet (capital and small letters) in script and print. Lay figures.
- Page 54.* Lay as suggested for other pages. Copy from board any sentence. Wherever script sentence is found, use for copying.
- Pages 56-57.* Picture tree without leaves; with leaves; fir tree. Lay (corn or lentils) word leaves; lay words—summer, winter; lay same with letter builders. Lay any families of words. Use script at bottom for copy. Lay words telling kind of tree, as—“green,” “tall,” “beautiful.” Lay these sentences:—“How green it is!” “How tall it is!” “How beautiful it is!”
- Page 60.* Picture blossoms. Lay these expressions:—“An apple tree;” “in Jack’s yard;” “an old tree;” “pink and white;” “In the spring;” “In the summer;” “red apples;” “beautiful to see;” “good to eat.”
- Page 61.* Lay (corn or lentils) any of words; any hard one a number of times. Lay rhyming words in columns, add more; Lay sentences using any of words. Copy words from board; copy sentences from board. Lay hard words found at bottom; lay these words in sentences; write any sentence from board made of them.
- Page 64.* Lay figures and lay words, as—I, one.

Page 65. Lay brick wall putting in words also ladder with words; stockings filled with words (Christmas time; stars; shields, soldier caps, flags (February) etc.

Pages 68-69. Lay—"Mother bird;" "father bird;" hungry birds." Copy script on page 70. Lay any family, as—est, nest, rest, best, etc.

Pages 68-69-70. Draw, model or cut the pictures. Lay (corn lentils or letter builders)

A tree!	A bird!
in the field	A mother bird!
A beautiful tree	under her wings
A nest!	Birds!
in the tree	Little birds!
Four eggs!	in the nest
blue eggs	crying to be fed
in the nest	
in the beautiful tree	

Page 73. Lay name George; words telling all thing George has on farm. Draw, cut, model any of these things. Lay any family, as—arm, farm, harm, alarm, etc. Lay the words and expressions:—horses and cows; sheep and pigs; ducks and geese; rides the horses; milks the cows; feeds the sheep and pigs; feeds the ducks and geese.

Page 75. This page affords much valuable seat work. Children lay a certain number of words in script, the same in print. They may lay sentences using these words:—(a) sentences like those on board; original sentences. Copy same words from board; copy sentences using words. Draw a square, place a certain number of words inside; draw a circle place so many in one half so many in another; draw any form, place words inside. Make families of words whenever possible. Copy elliptical sentences from board and fill blank with any word from middle column. Lay sentences and fill blank with right word.

Page 81. Use for copying.

Page 90. Use for copying. Lay any of these; lay sentences using.

Page 96. Lay words broken into sounds and sound groups, a s—s un, sh ine, k ind etc. Lay any of families; lay sentences using any. Lay:—

the children	to-day
High up	on the children
the great sun	work and play
for the children	
every one	

Show in crayon "the great sun" shining.

Page 97. Show in crayon the sunflower. Show story of "Clytie." Lay words and expressions:—the sunflower; this pretty sun-

flower; loves the sun; its bright face; looks like the sun. Copy any sentence from board or bottom of book.

Page 98. Lay or copy old rhyme "Jack and Jill" from board. Picture old rhyme. Lay these words:—North, South, lives, grows, plays, writes, letters. Lay all name words; families.

Page 110. Picture or cut—squirrel, tree, (Landseer picture.) Lay these expressions:—squirrel, gray squirrel, in a tall tree, up the tree, like the wind, a picture, long bushy tail, big eyes. Lay any sentences:—"Not I," he says etc. Copy any sentence from board. Lay original sentences. Lay family chosen from lesson, as—ut, nut, hut, rut, etc.

Page 117. Show Rosa Bonheur's lions or any other lion picture. Trace or cut lion. Lay word "lion;" write word "lion." Lay word "wild;" write word "wild." Lay expressions:—in the woods; ride a horse; feed the cow and the sheep. Lay sentences about the lion; words describing him.

Page 118. Copy parts of Longfellow's Village Blacksmith; lay names of things seen in picture. Cut pony; make hen coop; fold barn; write names of things from board. Lay names of boy and pony; "blacksmith;" "shoe;" words telling kind of man; "Rollo's shoes;" "Jack's shoes." Lay all name words.

Page 120. Show scene with crayon. Fold sail boat; boat without sail. Cut or model boats. Lay words:—sand, boat, sail, water, houses. Lay expressions:—"would you;" "Do you?" "I like."

Pages 122-127. Cut, picture or model—the Little Red Hen, cat, rat, duck, pig. Picture—mill; corn growing. Model—mill; cakes. Lay any of these:—"Not I," said the cat. Lay—"Then I will," said the Little Red Hen. Lay:—

Little Red Hen	began to grow
in the garden	Who will water
some corn	this corn
have found	So she watered
will plant	So she pulled
So she planted	the weeds

Who will grind
So she ground
Who will make
So she made
Who will bake
So she baked
Now who will eat
So she ate

Picture the Little Red Hen finding, weeding, going to mill, making cakes, baking cakes, eating cakes.

READING.

Stepping Stone First Reader—Lessons showing Seat Work.

Different forms simply suggested. Select most helpful.

(A) *Preparatory to Recitation*:—Children read silently sentences a number of times (making sure of thought and words;) read same from board (same written there;) reverse this order. Lay a number of times the hard words found; lay as many times as you found. (Shows where drill is needed.) Lay sentences like those on board; like those in book. Lay all family words.

(B) *Following Recitation* (Pages 6-7):—Children lay "This is" over top of desk; lay after each some known word, as—"This is baby." Lay word "Kitty" a number of times; lay sentence "This is Kitty." Lay—"Ben, see Kitty" a number of times. Lay—en, an, ate families. Trace, color, cut pictures; write sentences; lay last three. Copy from board any written sentence. Do not copy print or try to put print in written form.

Page 8. (A) *Preparatory to Recitation*:—Read silently sentences for thought. Lay hard words. Lay family words. Lay sentences like those in the book; like those on board.

(B) *Following Recitation*:—Lay—"Kate can run," and "Run, Ben." Lay "Run" and "run" a number of times. Lay sentence—"Run, run, run!" Lay the un, an, en families. Lay expression "like to run" a number of times. Lay any or all of sentences like those on board (same as book.) Trace picture and lay sentences telling what they are doing. Trace pictures, lay sentences telling what you see. Trace picture and write sentences from board.

Page 9. (A) *Preparatory to Recitation*:—Read sentences silently a number of times both from board and book. Lay new words a number of times. Lay all family words. Lay expressions—"the ball;" "a cup." Draw any picture found, lay name under.

(B) *Following Recitation*:—Lay any one or more sentences; write any one or more sentences from board. Lay the "all" and "up" families! Write all families from the board; write without looking at board. Trace any picture; lay stories under; write stories under.

Page 13. (A) *Prepartatory to Recitation* (Same as suggested.)

(B) *Following Recitation*:—Lay—"This is" and "I like" a number of times placing after them words to finish sentence. Lay—"I see you, good Fan." Lay any one or all of sentences; write any from board. Lay—ow, ike, ood families. Lay word "good" a number of times and after it any word from list; write from board. Trace picture and write under it "a cow." Trace picture and lay sentences under. Trace picture and write sentences from board.

Page 18. Read sentences then lay and fill in.

Page 19. (A) Preparation for Recitation—same. Also lay these expressions:—"This is;" "little hand;" "a ball;" "little ball;" "Come;" "come;" "Baby has;" "Can you."

(B) *Following Recitation*:—Lay any of above expressions, write them from board. Lay the "and" and the "all" family; write from board different families; write from memory. Trace picture, write under "This is baby." Trace picture and lay under sentences; trace and write under sentences.

Page 22. (A) Preparation—same. And lay:—

Fan has	to little Fan	drink
to the brook	to drink	to eat grass
with her	water	drinks milk
Baby Fan	takes	too
Old Fan	come	
of Baby Fan	brook	
She is		

(B) *Following Recitation*:—Lay any or all sentences. Lay "Baby Fan;" write it. Lay any of list above; write same from board. Lay—ook, ake, ink, ike families; write any of same from board or from memory. Copy from board—old, brook, grass. Make and write sentences using any expressions in list. Trace picture; lay sentences about it; write those on board; write original; write names of all you see.

Page 24. Lay sentences as in book, lay answers; lay question, write answer; write question from board, lay answer.

Pages 25, 26, 27, 28. Draw pictures, lay names (letter builders;) draw pictures, lay a sentence about each; draw picture, write a short sentence about each. Copy written names from board.

Page 29. Copy any letter a number of times; copy all letters in very best writing. Find and lay words beginning with these letters; lay words from memory. Lay sentences beginning with any of these letters. Copy figures a number of times.

Page 30. Lay figures with names under; write figures with names under.

Page 33. (A) Preparatory to Recitation:—Same as in earlier lesson.

List of expressions to lay or write:—

This boy	ten chickens	to drink
Baby Bess	the dog's name	
Fred's sister	to little Bess	
Fred has	with her	
a big dog	her milk	

In teaching possession write whole sentence as—"Baby Bess is Fred's sister." After thought is gained erase all except—"Fred's sister" etc.

(B) *Following Recitation*:—Lay or write any or all of sentences. Lay or write any expressions from list; lay or write sentences

using. Find and lay sentences in which expressions are found. Lay or write these expressions and finish with words:—"Fred has;" "Fred is" etc. Lay or write these families:—ed, ess, ig, og, et, ish etc. Lay sentences using these words. Lay or write these words—sister, chicken, swim. Lay in one column:—boy, chicken, dog, fish etc. Lay in another:—boys, chickens, dogs etc.

Page 35. Lay question with letter builders and under each lay answer; write question, lay answer; lay question, write answer. Lay or write any of list:—

sister's name	brother's name
What is	Can you
Have you	a baby brother
Do you	of baby
run like Ben	A cow
just like Kitty	
a baby sister	

Find and write sentence in which these are found; make sentences using.

Page 37. Lay any of families found; lay sentences using words of family. Lay families, then write; lay sentence then write. Picture any of words in families, as—est family—nest.

Page 43. Lesson read by two children as dialog. Handle as others were handled.

Page 46. (A) *Preparation*—same. Lay or write these expressions:

by the sea	his father's boat
a fisherman	can swim
a little fisherman	like a fish
a boat	swim and sail
Jack is	the sea
He has	Do you like
Can sail	

(B) *Following Recitation*:—Lay two or more sentences. Lay:—

Jack lives	He has	Can you
Jack is	He can	Do you

Lay or write any of following families:—oat, ail, im, ish, ea; lay sentences using these words. Find sentences in which any expressions from list are found, write sentences. Lay or write sentences about picture. Write—fisherman, boat, sail, swim.

Page 50. Lay any of words found; lay in sentences. Copy any of these words from board or sentences using same. Lay all families, add more words. Draw anything for which word stands, write word under; sentence under. Lay sentences telling what you find on farm, in field etc. Lay or write sentences telling what father, mother, brother, sister do. Lay sentences telling about fish, horses, boats, chickens. Draw and write what a fisherman does or a farmer; draw things they use.

Show children in field gathering flowers, copy "children" and "flowers" from board. Write sentence—"The children gather flowers." Copy or lay words coming under "to." Look over lesson, copy, lay sentences where these words are used; make sentences and lay; copy any from board.

Page 55. (A) Preparation:—same. Lay or write any expressions from list:—

an apple	on the tree
under the apple tree	I love
likes to eat	Come down
the ripe red apples	Sweet apples
is singing	ripe apples
Red apples	

(B) Following Recitation:—Lay or write the quotation beginning with "Red" and ending with "me!" Find sentences having in any expressions from list, write them. Lay and write these families of words:—ound, ipe, ed, ing, eet. Lay or write all words beginning with capital letters. Lay or write "an apple;" as many sentences about an apple as possible. Lay or write "I love;" finish with word. Lay and write all words telling kind of apple. Lay or write:—an egg, an orange, an apple, an ape, etc. Lay, draw, cut or color an apple, an apple tree; hang words on tree. Lay or write names of any other trees, any other fruits. Make an apple border booklet. Write names of other things red; other things sweet.

Page 68. (A) Preparation—same. After you have read poem several times, see whether you could answer these questions:—
(1) Why love the cow? (2) How does she spend her time? Write answers to these questions. Write the rhyming words. Copy one stanza or more of poem. Lay or copy these expressions:—

friendly cow	pleasant light
red and white	And blown
with all my heart	by all winds
with all her might	that pass
with apple tart	And wet
wanders lowing	by all showers
here and there	She walks
And yet	Among meadow grass
pleasant open air	And eats
	the meadow flowers

(B) Following Recitation:—Copy any stanza from book or copy poem. Copy word or expression (hard.) Copy all name words; describing words. Copy rhyming words and build families; write sentences using; make rhymes of your own. Picture with crayon any part of poem, as—"walks among the meadow grass." Cut cow, make cow booklet. Write sentences telling what cow eats; naming parts of body; how used.

Page 87. He knows the nursery rhyme by heart. He can then find words by place in line.

- (A) *Preparatory to Recitation*.—Write rhyming words, add others. Write any of following expressions from board:—

Little Boy Blue
your horn
The sheep
in the meadow
the cows
in the corn
Where's the little boy
After sheep
He's under the haystack
fast asleep.

Picture Boy Blue; play Boy Blue.

- (B) *Following Recitation*.—Write or lay any or all of lines. Write rhyming words; make other rhymes. Make families of words; use in sentences. Write contractions and words:—Where's—where is, he's—he is. Write sentences using. Cut or picture Boy Blue, write sentences under. Use all words describing sheep; tell what they eat. Make Boy Blue booklet.

Pages 90-91-92. (A) *Preparatory to Recitation*.—Study picture carefully before reading. Read silently several times. Think what woman is doing. What is before her? What is her name? Have you ever seen any one make butter? Where does milk come from? What does she do with milk? Where does she put cream? What happens? Tell how Elsie looks. If you feel thankful to her, what do you say? What say to cow? What is standing against Elsie? What does cat like? After read, answer any of these questions. Copy all family words. Copy words found at top also these words—every, pailful, covered. Copy any expressions from list:—

Good Elsie	into milk pans
making butter	In the morning
the big churn	into her churn
every night and every morning	goes the dasher
a pailful	up and down
gives Elsie	
of sweet milk	
Elsie puts	

- (B) *Following Recitation*.—Copy words from top of page; make sentences. Copy any expressions from list, make sentences. Break words into sounds and sound groups. Make any families of words. Study picture again. See first woman working then see her surroundings. Tell in sentences about this. Write names of all objects seen in picture. Tell in sentences about making butter.

Page 96. (A) *Preparatory to Recitation*:—Recited through by teacher; children read; if it has been used as recitation words are easily acquired. Copy words ending in “ing” as often as found. Copy rhyming words. Close eyes and picture.

(B) *Following Recitation*:—Copy or lay any stanza or lines of a stanza. Copy rhyming words and make families of words; use these in sentences; make rhymes using these words. Write in short sentences what poem tells. Picture poem, write any lines under. Write in short sentences what you know about a mill.

Page 105. (A) *Preparatory to Lesson*:—Read through for thought. Poem part copied. Copy these words:—hundreds, weather, dewdrops, dawn, purple clover, butterflies. Copy rhyming words, as—sky, by; dawn, lawn; together, weather; clover, over. Copy or lay these expressions:—

my mother	from morning till night
the best mother	sings sweet songs
in the world	with all our hearts
like sunshine	

(B) *Following Recitation*:—Copy or lay poem. Copy word “Hundreds” as often as found; use in sentences. Copy or lay:—of stars, of shells, of birds, of bees, of dewdrops, of lanes, of butterflies; make sentences using any of these in making. Copy rhyming words; make families of words; make sentences using; make other rhymes; make rhymes using other words. Picture or cut stars, write line telling about stars. Picture shells on shore, write second line. Picture or cut birds, write third line. Picture or cut bees and hives, write fourth line. Picture sky at dawn and flowers, write fifth line. Picture and cut purple clover and lambs, write sixth line. Picture butterfly over flowers, write seventh line. Study picture carefully on page 104, write as many names as possible for picture. Tell about picture in short sentences:—(a) About mother and little girls—what they are doing. (b) About surroundings. Write names of different things seen in picture; tell something about each. Write in sentences why you like picture; what you think of mother. Copy a poem from board telling of mother care.

Page 107. Use any five words for copying; making sentences; building families. Copy all words beginning with certain consonants; ending with some certain one. Copy all words beginning with certain vowels; having in certain vowel sounds. Copy all words having certain combination of letters.

Page 112. Read silently for thought. These words copied:—(A) Christmas Day, stockings, enough, Santa Claus, waited, awoke. Make sure of these expressions (lay or copy):—

Christmas Day	to fill the stockings
all the children	big round moon
every day	was shining

could be	cold and white
hang up	I think
our stockings	fell asleep
so little	When I awoke
They say	full of toys
	stockings full

Brake words into sounds and sound groups:—l ike, w ish, n ight, h ang, etc.

- (B) *Following Recitation*:—Copy or lay any part of story. Find sentences and lay having in word from list. Write all words with capitals. Make sentences using hard words. Write short sentences telling why you like Christmas; what you want for Christmas. Write and lay words found on page; make sentences; make families. Draw or cut stocking, show inside what want. Draw stocking, place inside all hard words. Picture—things you want for Christmas; “big round moon;” Santa Claus. Write names of all things might be in “pack.” Make sentences using “Christmas Day,” “Santa Claus.” Copy Christmas poem from board, telling of old Santa. Picture children hanging stockings.

Page 127. (A) *Preparatory to Recitation*:—Poem used for memory work, knowing poem helps with new words. Preparation—same.

- (B) *Following Recitation*:—Copy any line or lines bringing out use of quotation marks, comma after name of person etc. Write sentences telling about “birdie;” about “baby.” Lay and write rhyming words; add other words to rhyme; make rhymes of any. Lay sentences in own words about:—(a) Birdie in nest; (b) Baby in bed. Arrange sentences in right order. Copy poem from board. Picture—“Birdie in nest;” write sentences under. Picture—“Bady in bed;” write sentences under. Cut or picture—birds, nests, beds, etc. Construct bed; model nest. Copy from board and use in sentences:—long, longer, longest, strong, stronger, strongest.

READING.

Stepping Stone Second Reader—Lesson Showing Seat Work.

So many good suggestions for seat work are already given in this book. (Stepping Stones Second Reader.)

Pages 11-12-13-14-15. (A) *Preparatory to Recitation*:—Children read silently for thought then write answers to these questions:—Where was “Chicken Little” and what happened to her? What did she do? What did she say each time? Name all to whom she talked. What happened to all? Count the number of parts (paragraphs) and write any ones selected. Copy all quotations; all questions; all statements; all words written with capitals, etc. Write other names for story. Copy any hard words or family words. Use seat work on page 15 (bottom.)

(B) *Following Recitation*:—Copy any certain part to bring out certain marks. Make and write original sentences about different characters of story. Write all the name words; action words; describing words. Write all words meaning one; more than one. Cut or picture story.

Page 25. Copy poem. Copy rhyming words. Picture on page 24. Study picture. Write story picture tells (arrange sentences.) Write names of things seen in picture. Write and tell why you like picture.

Pages 26-27. Use Landseer pictures with lesson.

Page 30. Read silently. Write and tell how many paragraphs. Write a sentence telling what each tells about, as—(1) Where tree is. (2) Where vine grows. (3) Where grapes hang. (4) Mr. Fox. (5) How he tried to get them. (6) Result and what he says. Copy any quotations or any hard words. Use words given at bottom.

Page 31. Study picture and use suggestions at bottom.

Page 34. Copy any number of words; use in sentences; gather in families. Write other words for lists. Copy all name words; action words; describing words.

Page 39. Copy poem. Copy rhyming words; make families. Tell about poem in own words, as—Who is speaking? Name and describe different places visited etc.

Page 38. Draw the picture. Describe what is seen in sentences.

Page 52. Preparation for Recitation:—Same as given in regard for thought and new words. Write number of paragraphs. Tell number of sentences in each, as—“There are two sentences in the second paragraph,” etc. Tell what each paragraph tells about, as—(1) Ones in story. (2) Crow and meat. (3 and 4) Scheme of fox. (5) What crow did. (6) What happened. Copy any quotations, questions, exclamation, etc. *Following recitation*:—Any above plans can be used. Use words at bottom in sentences. Cut or picture story. Write story in own words following topics.

Page 53. Do as suggested.

Page 54. Copy poem. Copy and write words standing for contractions:—don't, I've, I'm, they're; use in sentences.

Page 55. Study picture. Write in your own words telling first about girl and dog then about meadow, sheep, sky, tree.

Page 59. (A) Preparation for Recitation:—same. Copy and use in sentences any of following:—

Once upon a time
a large piece
said to himself
by myself
ran off
with it
As he crossed the bridge
he looked down

into the water
his image
another dog
jumping into water
already had
there was nothing
for being so greedy

(B) *Following Recitation*.—Any above can be used. Copy quotations; any or all of story. Picture or cut story.

Page 73. Copy poem. Copy quotations of poem; copy answer of book. Copy rhyming words.

Picture Page 72. Study carefully. Telling in sentences first about mother and child, and then tell about surroundings. Make two paragraphs of story.

Pages 75-79. (A) *Preparatory to Recitation*.—Find number of paragraphs; write names for different paragraphs; write any of paragraphs. Copy any hard words. Write sentences to questions (on board.)

(B) *Following Recitation*.—Write story in own words, making just three paragraphs. These topics could be used—(1) Bear's morning walk. (2) Golden Locks in Bear's house. (3) What happened. Copy all hard words; quotations; words with capitals etc. Copy phrases teacher places on board; make sentences using. Cut or picture story.

Pages 81-83. (A) *Preparatory to Recitation*.—Read through to get thought. Write other names for story. Give names to paragraphs. Name number of good pictures you see in story (write.) Copy hard words and any of these expressions:—

a country mouse	tasted such dainties
a town mouse	set before her
a visit	a fine piece
a broad plowed field	hardly believe
on the wheat stalks	with great delight
which she found	spoke truly
very hard fare	of the pantry
your scanty dinner	hardly escaped
In my town house	aimed at them
smacked her lips	So it happened
hungry country mouse	pantry shelves
felt hungrier	finest food
gladly promised	were filled
set out together	whenever they tried
have feast	died of hunger
in the furrows	to enjoy
can dwell	in safty

Use any of them in sentences.

(B) *Following Recitation*.—Any above plans can be used. Follow suggestions on page 83. Picture or cut story.

Page 90. Copy poem. Picture flag. Make booklet.

Page 98. Picture or cut snow crystals.

Pages 116-118. (A) *Preparatory to Recitation*.—Reading through to get thought. Write answer to questions (teacher's) on board, as—(1) Where was smithy? (2) Describe blacksmith. (3) Tell

what he does "week in week out." (4) Tell about children.
(5) What does he do on Sunday? etc. Copy any hard words or any of these expressions:—

under a spreading chestnut tree
the village smithy
a mighty man
with large and sinewy hands
of his brawny arms
like the tan
with honest sweat
week in, week out
from morn till night
bellows blow
swing his heavy sledge
with measured beat
from a threshing floor
singing in the village choir
the flaming forge
fortunes must be wrought
on its sounding anvil etc.

smithy
a mighty man
sinewy
brawny
crisp
like the tan
honest sweat
the whole world
bellows blow
heavy sledge
forge
fly like chaff
rejoice
attempted
night's repose
wrought
anvil

Make sentences using any of these. Write what each stanza tells about.

(B) *Following Recitation*:—Any of above can be used. Copy any part of poem; tell poem in your own words. Picture poem; make booklet of poem. Write names of all describing words; use in sentences. Write names of all action words; use in sentences.

Page 129. Use for copying.

Page 132. (A) *Preparatory to Recitation*:—Getting thought of poem. Copy hard words. Copy rhyming words. Copy any of these words or expressions:—

stuck to play
 sleeps in—by
 fright my mind
 slumber hold me tightly
 lawn
 before the morning
 behind the wood
 the sun is going down
 with linen smooth and fair
 in the lilacs
 round the lawn

Write answers to these questions:—

What do you mean by “before the morning?”
 Why was the little boy happy?
 What time of day in second stanza?
 When does sun go down?
 How does sky look at this time?
 What time of day in third stanza?
 What time of year?
 How tell the time of year?
 What mean by “Sleeps in—by?”
 What time of day in fourth stanza?
 How does sky look?
 What mean by slumber holding tightly?
 When is dawn?
 What kind of bird is a thrush?
 Where do they build?
 What in the last stanza tells you time of year?
 What in the last stanza tells you time of day?

(B) *Following Recitation*:—Any of above can be used. Write story of poem in your own words. Write and tell why you like poem.

Page 143. (A) *Preparatory to Recitation*:—As suggested for others,—getting thought, writing hard words. Finding number of paragraphs, giving names. Writing and telling how many sentences in each paragraph; kind of sentences; how they begin and end.

(B) *Following Recitation*:—Any of above can be used. Write story in own words making just three paragraphs. Use these topics:—
 (1) Finding water. (2) Attempts to get it. (3) Result. Cut or picture story.

Page 158. Copy any number of words; use in sentences; make families.

Page 158 gives valuable seat work any time during day.

NUMBER.

First Grade Seat Work.

Counting.

Under "Uses of Materials" many First Grade forms of Seat Work have been given. Just a few lessons will be given here showing recitation and forms of seat work to follow.

- (A) *Recitation*:—(Teacher finds that number is known in right relation as far as three.) Children count different objects this far.
- (B) *Seat Work*:—Children count (corn, pegs or lentils) in piles of 3's all over desk; make triangles of each pile.
- (A) *Recitation*:—New number relation is four. Children count four using different objects.
- (B) *Seat Work*:—Count piles of 4's all over desk; make square of each pile.
- (A) *Recitation*:—New number relation is five. Children count five using different objects.
- (B) *Seat Work*:—Count piles of 5's all over desk; make pentagons of each pile.
- (A) *Recitation*:—New number relation is six. Children count six using different objects.
- (B) *Seat Work*:—Count piles of 6's all over desk; make hexagons of each pile. This can be continued as far as desired. Different days use different objects at desk.
- (A) *Recitation*:—Countings by 1's.
- (B) *Seat Work*:—Arrange pegs in number order on desk—I, II, III, IIII, etc.
- (A) *Recitation*:—Association of number, figure and word.
- (B) *Seat Work*:—Arrange pegs on desk in order of counting; place under each the word (one, two or three etc.); place under word the figure (1, 2, 3, etc.)
- (A) *Recitation*:—Figures in order and neatly made.
- (B) *Seat Work*:—Copy figures from chart or board; copy between lines. Few more forms:—One day make 3's; another make 8's etc. Write figures as far as counting goes. Count all pegs in shoe box by 1's, write figures on paper as count. Make one red line, write "one" (colored crayon.) Make one red and one blue, write "two." Make two red and two blue write "two" over each. Make two red and two blue (close) write "four." Make one red line, one red circle, one square, one triangle; write "one" over each. Make two blue lines, two circles, two squares, two triangles; write "two" over each. Make three yellow leaves, three yellow apples, three flags, three cups; write "three" over each. This may be carried on to other numbers.

Seeing Groups.

- (A) *Recitation*:—Seeing “two” as a group—two pieces of chalk, two blocks, two pencils, etc.
- (B) *Seat Work*:—Build (pegs, corn, lentils) all over desk groups of 2’s, place under each pile tiny figure 2. Other forms:—Cut, draw, or lay two vertical, horizontal or oblique lines. Build with pegs anything having two sides. Build on desk two lines, having between each set two apples, two leaves, etc. Show groups of 2’s of as many things as can make—ladders, chairs, etc. After seeing groups of 2’s, then count by 2’s.
- (A) *Recitation*:—Count objects by 2’s; count without objects.
- (B) *Seat Work*:—Place pegs over desk, as—II, IIII, IIIII, etc.; place figures under each as 2, 4, 6, etc. Other groups 3, 4, 5 can be handled in same manner as 2. After seeing three as group, count by 3’s. After seeing four as group, count by 4’s. After seeing five as group, count by 5’s. Write sentence “I see— (Fill blank with two objects) then write” I see 2 (write name.) Do same with expression “I have.”

Combination.

- (A) *Recitation* (“Two and two,” addition):—Each child standing around number table takes from pile in center four blocks. He tells sentence—“I have four blocks.” He places blocks in piles “Two and two.” He tells problem:—“Two blocks and two blocks are four blocks.”
- (B) *Seat Work*:—He places pegs all over desk in piles two and two. Other forms:—Place yarns and twines in two bundles having two in each. Trace around any card board form, place inside “two apples and two apples,” draw any of the forms traced and any other objects placed inside. Draw groups of two and two of any objects; from board; from memory. Associating figures:—Lay number story, place figure story under; draw number story inside any form, place figure story under. Show domino as suggested under “Domino.” Other combinations can be handled in like manner.
- (A) *Recitation* (Four less two):—Children work with blocks on table.
- (B) *Seat Work*:—Lay pegs “two and two” all over desk lay peg obliquely on one group (two) showing it is crossed; trace around any form and show inside as shown with pegs. Draw any group of 4’s of any things,—cross two of each. Show with domino the subtraction combinations. Lay figure story— $4-2=$. Other combinations can be handled in like manner.
- (A) *Recitation* (addition—abstract):—

$2+2=$	2	1	1
$3+1=$	2	3	3
$1+3=$			

(B) *Seat Work*:—Copy from board and place answers. (Pegs or corn at each desk, if he does not know answers, he finds.)

- | | | | | |
|-----|---------|--|--|--|
| (1) | $2+2=$ | $\begin{array}{r} 2 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ \hline \end{array}$ |
| | $3+1=$ | $\begin{array}{r} 2 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ \hline \end{array}$ |
| | $1+3=$ | | | |
| (2) | $2+?=4$ | $\begin{array}{r} 2 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ \hline \end{array}$ |
| | $3+?=4$ | $\begin{array}{r} ? \\ \hline \end{array}$ | $\begin{array}{r} ? \\ \hline \end{array}$ | $\begin{array}{r} ? \\ \hline \end{array}$ |
| | $1+?=4$ | $\begin{array}{r} 4 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ \hline \end{array}$ |
| (3) | $?+2=4$ | $\begin{array}{r} ? \\ \hline \end{array}$ | $\begin{array}{r} ? \\ \hline \end{array}$ | $\begin{array}{r} ? \\ \hline \end{array}$ |
| | $?+1=4$ | $\begin{array}{r} 2 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ \hline \end{array}$ |
| | $?+3=4$ | $\begin{array}{r} 4 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ \hline \end{array}$ |
| (4) | $?+?=4$ | $\begin{array}{r} ? \\ \hline \end{array}$ | $\begin{array}{r} ? \\ \hline \end{array}$ | $\begin{array}{r} ? \\ \hline \end{array}$ |
| | $?+?=4$ | $\begin{array}{r} ? \\ \hline \end{array}$ | $\begin{array}{r} ? \\ \hline \end{array}$ | $\begin{array}{r} ? \\ \hline \end{array}$ |
| | $?+?=4$ | $\begin{array}{r} 4 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ \hline \end{array}$ |
| (5) | $2+2=$ | $\begin{array}{r} ? \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ \hline \end{array}$ | $\begin{array}{r} ? \\ \hline \end{array}$ |
| | $3+?=2$ | $\begin{array}{r} 2 \\ \hline \end{array}$ | $\begin{array}{r} ? \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ \hline \end{array}$ |
| | $?+3=4$ | $\begin{array}{r} 4 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ \hline \end{array}$ |

Same forms carried out with any number.

(A) *Recitation* (subtraction—abstract):—

$$\begin{array}{l}
 2+2= \\
 4-2= \\
 3+1= \\
 1+3= \\
 4-3= \\
 4-1=
 \end{array}$$

(B) *Seat Work*:—Copy from board and place answer.

- | | | | | | |
|-----|--------|---|---|---|---|
| (1) | $4-2=$ | $\begin{array}{r} 4 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ \hline \end{array}$ |
| | $4-3=$ | $\begin{array}{r} -2 \\ \hline \end{array}$ | $\begin{array}{r} -3 \\ \hline \end{array}$ | $\begin{array}{r} -1 \\ \hline \end{array}$ | $\begin{array}{r} -4 \\ \hline \end{array}$ |
| | $4-1=$ | | | | |
| | $4-4=$ | | | | |

Go back to addition for fact.

- | | | | | | |
|-----|---------|---|---|---|---|
| (2) | $4-?=2$ | $\begin{array}{r} 4 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ \hline \end{array}$ |
| | $4-?=1$ | $\begin{array}{r} -? \\ \hline \end{array}$ | $\begin{array}{r} -? \\ \hline \end{array}$ | $\begin{array}{r} -? \\ \hline \end{array}$ | $\begin{array}{r} -? \\ \hline \end{array}$ |
| | $4-?=3$ | $\begin{array}{r} 2 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ \hline \end{array}$ | $\begin{array}{r} 0 \\ \hline \end{array}$ |
| | $4-?=0$ | | | | |

(3)	$4-?=2$	4	$?$	4	4
	$?-3=1$	$—?$	$—3$	$—1$	$—?$
	$4-1=$		1		0
	$4-?=0$				

Same forms carried out with any numbers. More forms of seat work:—Copy combinations from addition chart, write answers; copy from subtraction chart, write answers. Copy certain combinations from chart, write answers and make original problems. Copy certain combinations, write answers then make up other combinations making up number. Make chart at desk, put in answers. Lay with number-builders all combinations making “four,” lay answers; lay all subtractions within “four,” lay answers. Lay additions and subtractions and copy on paper. Lay any on boards, charts or cards and lay answers. Lay any from memory and lay answers.

- (A) *Recitation*:—(1) Problem—There are two apples on one plate and two on another; how many on both? (2) Children place two pegs in one group and two in another. (3) Answer—“There are four apples.”
- (B) *Seat Work*:—Simple problem put on board. Child copies from board this much and fills in:—“There are—apples.” Copy any abstract problems from books (guide) place these on board or cards.

Form Study.

- (A) *Recitation*:—Study of square—Name; number of sides; number of corners; equal sides; equal corners.
- (B) *Seat Work*:—Lay (pegs, corn, etc.) squares over top of desk. Draw or cut squares, place inside any word or number combination.
- (A) *Recitation*:—Square in comparison with others.
- (B) *Seat Work*:—Lay, draw or cut a one inch square. Lay, draw or cut a two inch square. Lay, draw or cut a four inch square. Paste these squares side by side, write simple statements telling comparison.
- (A) *Recitation*:—Study of dividing lines (squares) making oblong, making triangles.
- (B) *Seat Work*:—Draw, cut or lay squares one size putting in diameters; squares of different size. Draw, cut or lay of one size putting in diagonals; squares of different size. Make designs and borders of squares. Other forms used in like manner as square. With seven sticks:—Form a triangle and a square; three connected triangles; two connected squares. With nine sticks of equal length:—Form three separate triangles; make one oblong twice as long as wide and one triangle; make four connected triangles; make oblong with eight and divide



oblong with other. With twelve sticks:—Form four separate triangles; three separate squares; six square corners.

Comparison.

- (A) *Recitation*:—Comparing lines of different lengths.
- (B) *Seat Work*:—Lay or draw lines twice as long as given line; three times as long; four times as long etc. Much seat work of this kind can be found in Primary arithmetics. Forms can be compared same as lines.

Fractions.

- (A) *Recitation* (one half of single thing):—Objects (apple, square, circle, etc.) cut in half in front of child. Child fold and cut squares, circles etc.
- (B) *Seat Work*:—Children trace around card board form, divide in halves, color one-half, write $\frac{1}{2}$. Divide oblongs and squares by diameters; by diagonals. Color $\frac{1}{2}$. Divide circle by diameters, color. Divide any forms and color. Cut circles, squares, oblongs etc.; divide by folding; color. Any of cut forms can be mounted showing that they have been divided; problems made can be written under. Make designs and borders of cut forms.
- (A) *Recitation* (one thing one-half as large as another):—Show with lines, sunfaces, solids.
- (B) *Seat Work* (when shown with lines):—Draw line one inch, next to it line two inches (different colors over paper.) Other forms:—Draw lines in color, then draw lines one half other (horizontal, vertical or oblique.) Lay or cut lines showing one one-half the other.

Seat Work (surface):—Lay (pegs or corn) squares one one-half other; lay oblongs. Cut squares one one-half other; cut oblongs. Draw and color surfaces one one-half other.

Seat Work (solids):—Model cubes one one-half other; model other solids. Build (inch cubes) solids one one-half other.

- (A) *Recitation*:—(One-half of group of things):—Divide objects in piles with same number in each pile.
- (B) *Seat Work*:—Lay (pegs, corn, lentils) in piles of 4, 6, 8, 10; divide each into two equal groups. Other forms:—Divide square into two equal parts and divide four pegs into two equal groups, place one-half of four in each half of square; same done with other forms and groups. Draw six red lines so as to show two equal groups; draw six small squares showing halves of six; draw six of a great many different things divide in even groups, copy from board showing things divided into equal parts. Count pegs in piles of certain number in each pile, over top of desk divide piles in equal groups. Count different numbers in differ-

ent piles and divide each pile into two equal groups. Make piles of unequal numbers and divide. Place number builders showing problems on board, as—One-half of four. One-half of six. One-half of eight. One-half of ten. Place answers to these. Make problems, lay problems and answers.

FOLLOWING NUMBER OUTLINE (FIRST TWO MONTHS.)

Second Grade. Seat Work.

September.

Sets of Primary Arithmetics passed during seat work period, children work from books. Boards, cards and charts used.

- (A) *Recitation*:—Count to 100.
- (B) *Seat Work*:—Write numbers to 100 looking at chart; without looking at chart.
- (A) *Recitation*:—Count by 5's to 100.
- (B) *Seat Work*:—Write numbers by 5's to 100.
- (A) *Recitation*:—Count by 10's to 100.
- (B) *Seat Work*:—Lay bundles of 10's and write 10's to 100.
- (A) *Recitation*:—Count by 3's to 30. Write figures.
- (B) *Seat Work*:—Count by 3's and write 3's to 30.
- (A) *Recitation*:—Count by 4's to 40. Write figures.
- (B) *Seat Work*:—Count by 4's to 40, write 4's to 40.
- (A) *Recitation*:—Difficult combinations reviewed.
- (B) *Seat Work*:—Copy difficult combinations, write answers.
- (A) *Recitation*:—Work with addition table.
- (B) *Seat Work*:—Copy addition table, write answers. Same with subtraction table.
- (A) *Recitation*:—Review all combinations of certain numbers.
- (B) *Seat Work*:—Write from memory and write answers.
- (A) *Recitation*:—Write addition and subtraction combinations.
- (B) *Seat Work*:—Write from memory addition combinations and then make all subtractions possible.
- (A) *Recitation*:—Fundamental operations with any number within 12.
- (B) *Seat Work*:—Copy problems from board or book and write answers.
- (A) *Recitation*:—Develop table of 2's.
- (B) *Seat Work*:—Lay table of 2's with pegs, write table on paper both ways, as— 2×1 and 1×2 etc.
- (A) *Recitation*:—Drill on table out of order.
- (B) *Seat Work*:—Copy table from board (out of order) and write answers.

- (A) *Recitation*:—Drill on table in order.
- (B) *Seat Work*:—Write table from memory with results.
- (A) *Recitation*:—Develop division table.
- (B) *Seat Work*:—Write division table with results.
- (A) *Recitation*:—Short column addition.
- (B) *Seat Work*:—Copy problems from books, board, cards and write answers. Review seat work of First Grade with fractions— $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$.
- (A) *Recitation*:—Fraction $\frac{1}{2}$ (addition and subtraction):—
- (B) *Seat Work*:— $\frac{1}{2} + \frac{1}{2} =$; $\frac{2}{2} - \frac{1}{2} =$ Show by dividing squares, circles, oblongs, etc.
- (A) *Recitation*:—So many halves; make how many whole?
- (B) *Seat Work*:—Divide circles, squares etc., and paste show whole and number more. Review table of 2's, write in order; write out of order.
- (A) *Recitation*:—Develop table of 3's.
- (B) *Seat Work*:—Lay (pegs) table of 3's on desk; write table both ways; write table from memory; write table out of order.
- (A) *Recitation*:—Develop division table of 3's.
- (B) *Seat Work*:—Write table both ways; write out of order. Make problems and write from tables; solve problems made.
- (A) *Recitation*:—Add short columns of figures without carrying.
- (B) *Seat Work*:—Copy problems from boards or books, write answers. Work with fractions as in September. Showing addition and subtraction problems for seat work.
- (A) *Recitation*:—Showing lines, surfaces or solids one one-half as large as other.
- (B) *Seat Work*:—Picture; draw or cut lines to show. Cut and paste surfaces to show.
- (A) *Recitation*:—Showing fractional part of group— $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{8}$ of any number within that studied.
- (B) *Seat Work*:—Pegs on desk. Copy work from board or books and write answers. Make problems and write answers. Show halves, fourths, thirds mounted; make problems.
- (A) *Recitation*:—Work with eights. Divide lines, squares, circles, etc.
- (B) *Seat Work*:—Divide lines, squares or circles at desk. Paste showing problems on board, as—
- $$\frac{4}{8} + \frac{4}{8} = \frac{1}{8} + \frac{1}{8} = \frac{2}{8} + \frac{2}{8} = \text{etc.}$$
- (A) *Recitation*:—Develop—12 inches = 1 foot; 12 things = 1 dozen.
- (B) *Seat Work*:—Copy this. Work problems found on board.

- (A) *Recitation*.—Talk about clock face.
- (B) *Seat Work*.—Draw clock face, make problems.
- (A) *Recitation*.—Learn different pieces of money.
- (B) *Seat Work*.—Draw and tell what each piece equals in cents; write names of different pieces.
- (A) *Recitation*.—Play store with money.
- (B) *Seat Work*.—Make and solve store problems. (Problems take in addition, subtraction, (especially) multiplication and division.)

October.

- (A) *Recitation*.—Review 3's to 30; 4's to 40; 10's to 100.
- (B) *Seat Work*.—Write 3's to 30; 4's to 40; 10's to 100.
- (A) *Recitation*.—Count 2's to 50.
- (B) *Seat Work*.—Lay and write 2's to 50.
- (A) *Recitation*.—Count 10's to 200.
- (B) *Seat Work*.—Lay bundles of 10's to 200, write numbers to 200.
- (A) *Recitation*.—Count 10's to 100; count 10's to 200; count 10's to 300; 100's to 300.
- (B) *Seat Work*.—Lay bundles of 10's to 100, lay another hundred, lay another hundred. Write numbers by 10's to 100, by 100's to 300.
- (A) *Recitation*.—Reviewing 6, 8, 10, 12.
- (B) *Seat Work*.—Write all combinations of 6, 8, 10 or 12. Write subtractions.
- (A) *Recitation*.—Combinations of 14 (addition.)
- (B) *Seat Work*.—Copy combinations from board placing answers; write from memory.
- (A) *Recitation*.—Combinations of 14 and subtractions.
- (B) *Seat Work*.—Copy combinations from board, make subtractions; write from memory and place answers of additions and subtractions. Handle 16 same as 14.
- (A) *Recitation*.—Addition of columns.
- (B) *Seat Work*.—Copy problems from board or book (sum not over 16) and write answers. Lay bundles of 14, of 16.
- (A) *Recitation*.—Count to 200.
- (B) *Seat Work*.—Write numbers to 200. Copy addition table and place answers.
- (A) *Recitation*.—Increasing and diminishing numbers of two orders by 1, 2, 3, 4, 5 or 6.
- (B) *Seat Work*.—Copy from board or cards and write answers. Make problems for seat work as suggested for September. Problems using tables; measurements; money; pts., qts., gals., time. Teacher, herself, following Number Outline can plan seat work for other months.

Various Forms of Number Seat Work.

Second and Third Grades.

- 1 Children copy problems from book, board or cards and solve. (Several sets of Primary Arithmetics furnish most helpful seat work. Pass during seat work period, collect when through. A good supply of cards made from time to time having on problems of different forms are most helpful.)
- 2 Children copy from charts and write answers. (Addition chart, counting chart etc., kept up in room forms endless devices for seat work.) Write same from memory.
- 3 Lay tables with pegs or corn, write both ways; write division tables.
- 4 Write all hard combinations, place answers; write all easy. Make every numerator one ten greater, two tens greater etc., and write answers. Make both numerator and denominator so many tens greater.
- 5 Count by any number and write figures as you count.
- 6 Begin with a certain number and add an equal number each time.
- 7 Write on board a number like 30 and list of numbers to be added and taken away. Children write results.
- 8 Write all combinations within certain numbers.
- 9 Lay bundles of tooth picks in tens and units, write number; looking at board lay picks like numbers.
- 10 Children look at mounted squares, oblongs etc., and write size. Primary arithmetics are so full of good seat work in number of various forms that just some suggestions for problem will be added.
- 11 Cut paper in strips, cut one strip in halves, one fourths, one eights; mount these showing fractions. Make and solve problems. Same can be done with squares, oblongs, circles.
- 12 Cut forms with measure; without measure.
- 13 Picture conditions, in problems, as—"Mary's lily has two blossoms, Ruth's has three times as many; draw both plants."
- 14 Write tables of measures; make problems and solve.
- 15 Look at drill circle, make problems and solve.
- 16 Write tables and then make problems, as—"If one stamp costs two cents; what will five stamps cost?" Write addition tables from charts and make problems.
- 17 Make problems use toy money; solve problems.
- 18 Cut forms or strips into fractional parts; make problems.
- 19 Teacher place type problems on board; children change figures in example and work.
- 20 Children bring in store prices of things in own country store, teacher write on board; children copy in composition book; children make and write problems for other children to solve; make, write, and solve themselves. These problems may be made about any one article or about several. One day addition problems could be made, another subtraction etc., and one day problems taking in all fundamental operations.
- 21 Children collect advertisement sheets from newspapers; make problems for others to solve; make problems and solve.
- 22 Draw clock face; make and solve problems.
- 23 Make different rulers (paper) of different lengths; write what part each is of foot, as—"This one is $\frac{3}{4}$ of a foot etc." Make problems about inches and feet.
- 24 Make problems about days of week; hours of day etc.

Various Forms of Seat Work.

First Grade.

- 1 Children outline forms with any small objects, as—seeds, pegs etc. Forms are on cards or long strips of card board. Forms of squares, triangles, animals, birds, "Sunbonnet Babies," etc.; children draw forms.
- 2 Lay line of so many pegs, then line twice as long, etc.
- 3 Lay squares and rectangles of different sizes; divide into different fractional parts.
- 4 Make number pictures with lentils, enclose each with sticks.
- 5 Match figures with number picture; match picture with figures.
- 6 Lay calendars for each month with number builders.
- 7 Have rulers with lengths marked (Latshaw rulers,) children cut paper one inch length, two inch, three inch, etc.
- 8 Cut writing paper on lines; cut strips and cut in half. Cut one whole length; paste it. Cut next in halves; paste under whole. Cut next in fourths; past under halves. Cut next in eights; paste under fourths. Same as done with strips can be done with squares, circles, triangles, etc.
- 9 Measure sheet of paper in one inch squares, place inside figures, letters, words, then cut.
- 10 Lay off building with splints; lay garden using pegs for trees, etc.
- 11 Lay words of spelling lesson from board; lay list of words—names of birds and trees.
- 12 From slips of paper, lay sentences with blanks, fill blanks; copy sentences, fill blanks.
- 13 Cut up old copy-books, use copies as seat work.
- 14 Keep name (child's) in desk, written large on tag board sheet. Child copy for seat work.
- 15 Match script and print words.
- 16 Lay letter forms on tag board, cover outlines with lentils or corn; lay on desk and copy.
- 17 Columns cut from newspapers, children draw rings around words known; words with capital letters; beginning with certain letters; ending with certain letters, etc.
- 18 Words cut from old books or papers mounted on tag board, assort into all words similiar; words beginning with certain letters; ending with certain letter, etc.
- 19 Fold and cut paper on straight lines.
- 20 Fold from memory any form having been made.
- 21 Fold and cut strips of paper into different fractional parts.
- 22 String seeds and berries; string in 2's, 3's, 4's, etc. String two and one, three and one.
- 23 Model any of things having been studied.
- 24 Envelopes full of paper forms of different colors:—Arrange those of one color, one form, one size. Arrange colors of rainbow with any form.
- 25 Have on strips of tag board the spectrum colors, child match yarns and twines.
- 26 Have mounted action pictures for children to trace and copy.
- 27 Lay (pegs, corn, etc.,) furniture for doll's bed room, dining room, parlor, flower and vegetable garden; fruit orchard.
- 28 Lay designs and then copy on paper.
- 29 Lay a square and show a circle inside. Lay a circle and show a square inside.
- 30 Have children collect and keep pictures from house furnishing books and catalogs and fashion books. Mount on large sheets of tag board to form

rooms, or collect all things for parlor in one box, for dining room in another, for bed rooms in another, etc. Paste pieces of tag board to make things stand. Arrange one room at a time on desk according to individual taste. Divide card board boxes into rooms, children furnish one room at time. One room furnished a day. Piano catalog for piano. Wall paper samples helpful. Furniture catalog helpful. Construct any piece of furniture; make mats, design paper and carpet, fold picture frame, etc. Lay names of all pieces of furniture; copy names from board. Write names of rooms; things found in each. Make flower and vegetable garden around house. Lay names of all fruits, flowers, vegetables and animals (of home;) copy names from board; lay sentences about any. 31 Keep alphabet on card board where all can see. 32 Show children how to make one border, let them make and design others. 33 Let them block papers for wall paper, carpet, etc. 34 Tie knots certain distances apart; tie-different kinds of knots. 35 Collect burrs, form houses, baskets, etc.

Various Forms of Seat Work.

Third Grade.

- 1 Make a picture of each month and bind in booklet form, as—May—gathering flowers; April—rain etc. 2 Make picture of each day of week and bind in booklet form, as—Monday—washing, etc.
- 3 Make spelling book for each month, as—November—pumpkin; December—stocking, etc. 4 Different books made:—Spelling book for year; one for each month. Make and keep fraction book (work with fractions.) Keep composition book for Arithmetic. Keep composition book for Language. Make monthly booklets (outgrowth of thought of month.) Booklets of famous men and birthdays. Booklets of pictures and artists. Booklets of pressed flowers. These are simply suggestive. 5 Make list of words having common element, as—ake, bake, cake, take, fake, sake, etc. Mark a in each word of list. 6 Make telling and asking sentences using these words. (This affords good drill and review of all families of words taught in First and Second Grades and will give endless profitable seat occupation in word building.) 7 Make all lists you can think of belonging to long ā family. Mark a in each word. Do same with long ē, i, ō, ū, as with long ā family. 8 Make all lists you can think of belonging to short ă family. Mark a in each word. Do same with short ě, i, ǒ, ŭ, as with short ā family. 9 Look through reading lesson and break words into sounds and sound groups, as—s-ing-ing. 10 Write all name words found; action words; describing words. Make sentences using words. 11 Write all phrases in lesson beginning with “to;” “in;” “on,” etc. 12 Write words in lesson which tell how anything is done; words similar; make other sentences using these words. 13 Copy phrases of lesson from

board; make similar. 14 Look through book, find "an," copy as often as found with word coming after. 15 Look through book find all members of ake, and, eat, et, ite, it, out, ot, ute, up families and write. 16 Look through book, write all words belonging to long ā family. Do same with long ē, i, ō, ū and also short ä, ě, i, ō, ū. 17 Find name words in book, write in one column those meaning one; in another those meaning more than one. 18 Write all words beginning with any certain letter; ending with any certain letter; beginning with any combination of letters, as—bl, cr, etc.; ending with any combination, as—"ing," "ed," etc. 19 Write words beginning with g (hard); C (sound k); g (soft); C (sound of s.) 20 Write names of five things heavy; two things brown; three things large; two things sweet. Make sentences for each. 21 Write names of ten things made of iron. 22 Write all words beginning with capitals, tell why. 23 Write subjects of all lessons in book; give other names. 24 Write name of lesson you like best and tell why. 25 Children put together, cut maps like map on board. 26 Make clock face and write problems. Draw a kite and tell how you would make one. 27 Draw an orange and tell all you know about it. 28 Short poems written on tag board, passed and children illustrate. 29 Copy hardest words in lesson. 30 Write ten questions to be answered by class. 31 Copy model letters; address envelope. 32 Draw picture of something in school room, write its name; tell of what it is made; how it is used. 33 Write names of games played in summer; in winter. 34 Write names of things eaten in summer; in winter. 35 Copy all sentences in lessons followed by question mark; in book. 36 Copy all sentences having exclamation mark. 37 Copy quotations from book using marks. 38 Copy sentences where names of persons are set off by commas. 39 What are these things good for—tell in a sentence.

an apple	a hat
a broom	a basket
a rug	a plow
a coat	a hammer
a rake	a shoe.

40 Where have you seen these things—write in sentences—

a plow	the moon
a forge	an engine
a desk	a wagon
a fish	a clock.

41 Tell in writing:—What a carpenter does; a farmer, a doctor, a sailor. 42 Copy all words which rhyme in lesson; copy other words rhyming with these. 43 Copy four rhyming words and make original verse. 44 Pass cards having on rhyming words, each child make original verse from his words. 45 Use these words in sentences:—strong, stronger; soft, softer; hard, harder; heavy,

heavier; good, better; fine, finer; sweet, sweeter; bright, brighter. 46 Write words having two vowels coming together. 47 To words like at, pin, cut, hop, cub, etc., add final e and mark. 48 Write names of children in school; names of all places known. 49 Teacher place name of month on board; children write quotation. 50 Quotations given on slips, children write name of season. 51 Given slips with part of quotation, children finish and write. 52 Write names of winter poems, summer, spring, autumn. 53 Write names of seasons, under each put—games played; clothing worn; change in weather, birds, animals, trees. 54 Put up pictures of common birds; children write names; one thing about each; how build nest, how care for young, value of birds. Same can be done with pictures of animals and trees. 55 Imagine yourself a blacksmith, write all things you would do. Write sentences telling all things a blacksmith does, a baker, a sailor, etc. 56 Name all things in room, place names under one of three kingdoms—animal, vegetable or mineral; write all you can think of belonging to each. 57 Block papers and make original designs. Make original book covers. 58 Make baskets and rugs of raffia. 59 Pictures of people of other countries passed, children write names; write one thing about each. 60 Write names of grains of your county, fruits, vegetables, trees, birds, flowers, industries, bodies of water, mountains, points of interest. 61 Write names of things seen on way to school, of things on breakfast table (place under kingdoms.) Name and write different kinds of fences seen, gates, bridges, wagons. 62 Have samples of material on card board, children tell in sentences name of each and where it comes from. 63 Samples of grains and minerals can be used in same way. 64 Show picture, write quotation about picture, as—“The Rainbow” by Millet and quotation—“’Tis the heaven of flowers you see there,” etc., by Longfellow. 65 Give names to pictures by one artist; names to picture by different artists. 66 Write names of colors of rainbow; write names of things same color. 67 Write names of colors in flag and what each stands for; draw flag, write quotation. 68 Name and write names of different seeds, tell how they travel. 69 Write names of all things round. 70 Description of animals on slips, children copy description and write name of a picture, of things in room, line of poem, quotation from story. Teacher give name and have children write description. 71 Make words from a given words, as—Maryland—Mary, land, and etc. 72 Make books for keeping Perry pictures. 73 Make spelling book of eight sheets of school writing paper, fasten at top, make any design on cover. Write in book:—names of birds, flowers, vegetables, fruits, animals. Place on board words to which ed, ly or ing may be added; children copy and add. Make list of words whose letters are not sounded, list of words containing certain letters. Place phonograms on board and write words under each; place on board and have

children write ten words containing. 74 Have collection of things like coal, cotton, linen, apple, etc. Children write name of each at head of column and then from board write all words describing. Child makes selection of words, as—

<i>Coal</i>	<i>Cotton</i>
hard	soft
smooth	white
black, etc.	warm, etc.

Make sentences using these and then make sentences similiar to—"Coal is harder than Cotton." Cut samples of wall paper into designs, design these. Books collected and placed on shelf for children to read. Any of these forms can be adapted for use in Second Grade.

NOTE:—The suggestions for seat work given in the outline correlate with the work suggested in the Number, Language and Reading Outlines used in Frederick County, Maryland.

Many of the same suggestions will be helpful, however, where these Outlines are not used.

The forms of expression of the material of this outline is not the form given directly to children; it is intended for the teacher, she in turn adapting to understanding of her pupils.

The country school teacher with her limited equipment of supplies has been kept constantly in mind.

The forms of seat work given are those of the "every-day sort" workable in the most shut-away country school.

Trusting that this little book will be of some help to our teachers in the every-day work of the school room. Faithfully,

NAN L. MILDREN.

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